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AUTHOR Egelston-Dodd, Judy, Ed.
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ABSTRACT

This trainers' manual contains workshop materials developed by the National Technical Institute for the Deaf, in conjunction with the Council of State Administrators of Vocational Rehabilitation Sub-Committee on Deafness. The workshop is designed to enhance career development of deaf individuals and to facilitate access and accommodation of deaf individuals in postsecondary education, by training college staff who work with hearing-impaired students. The workshop's objectives are to provide an understanding of the vocational rehabilitation process and mandates, and to have participants develop an action plan to effect a workable, long-term cooperative effort to maximize services to hearing-impaired students. The manual begins with such pre-workshop materials as correspondence and an agenda. Module A, "Introduction to Vocational Rehabilitation," covers the background, philosophy, eligibility criteria, and goals of vocational rehabilitation. Module B describes the Individualized Written Rehabilitation Plan, covering eligibility for vocational rehabilitation services and potential problem areas. Module C, "Problem Identification and Collaborative Planning," presents a problem-solving model, a collaborative planning form, and a scale for rating participants' commitment to their action plans. An appendix contains a trainer report form, a followup evaluation form, transparency masters, and handout masters. (JDD)

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VOCATIONAL REHABILITATION TRAINING

CONNECTIONS

PACKAGE FOR TRANSITION TO COLLEGE

Judy Egelston-Dodd, Editor

June, 1988

EC 211882

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Development Team

Lori Baer, Content Expert
New York State
Office of Vocational Rehabilitation

Nancy Carr, Content Expert
New York State
Office of Vocational Rehabilitation

David Conyer, ITV Production Coordinator
NTID at RIT

Judy Egelston-Dodd, Instructional Developer
and Team Leader
NTID at RIT

Sarah J. Perkins, Phototypographer
NTID at RIT

L. Dean Woolever, Art Director
NTID at RIT

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CSAVR Acknowledgements

The Council of State Administrators of Vocational Rehabilitation Standing Committee on Services for Individuals with Hearing Impairments is charged with the consideration of matters affecting the delivery of rehabilitation services to people who are deaf or have hearing impairments. As part of this effort, the Committee has developed a close cooperative relationship with the National Technical Institute for the Deaf at Rochester Institute of Technology (NTID at RIT). A number of joint efforts have been undertaken including the development of this training manual, which can be used at institutions of higher education wishing to more adequately meet the needs of deaf people.

CSAVR and the Standing Committee are most appreciative of the substantial assistance and support provided by the NTID staff, particularly Dr. Jack Clarcq, Dr. James DeCaro, Dr. Judy Egelston-Dodd, David Conyer, Sarah J. Perkins and Dean Woolever. This group of distinguished and dedicated individuals contributed many hours of planning, discussion, editing, and development to the manual.

We also recognize and thank the professional vocational rehabilitation staff, Lori Baer, Nancy Carr, Gloria Kemp, and Dr. Richard Hehir, without whose expertise, practical knowledge, and experience this manual could not have been developed.

Finally, we hope that this manual will be recognized and used by those state agencies seeking to improve and develop postsecondary services for deaf people. The Committee recommends this document as a contribution to state agency efforts.

Calvin Melton

Calvin Melton, Ph.D.
Chairman
CSAVR Standing Committee on
Services for Individuals with
Hearing Impairments

NTID Acknowledgements

This trainers' manual characterizes a cooperative working relationship between the Council of State Administrators of Vocational Rehabilitation, through its Standing Committee on Services for Individuals with Hearing Impairments, and the National Technical Institute for the Deaf at Rochester Institute of Technology (NTID at RIT). We believe that the career development of our nation's deaf citizens can be enhanced as a result of professionals working together to address common concerns. This manual represents the results of such an effort. We hope that use of this workshop package will facilitate the access and accommodation of deaf individuals in postsecondary education.

We look forward to a continuing association between NTID at RIT and CSAVR.

Jack R. Clarcq
Associate Vice President, RIT
Director, Technical Assistance Programs, NTID at RIT

James J. DeCaro
Dean, NTID at RIT

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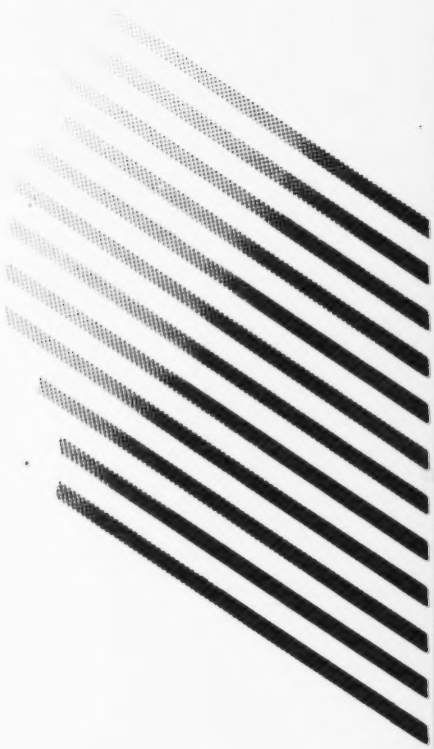
- Follow-up Evaluation
- Transparency Masters
- Handout Masters
- VR Statement Cards

Trainer Preparation

- Recruiting
- Planning
- Participants
- Workshop Materials
- Evaluation Materials
- Examples of Pre-Workshop Materials



Trainer Preparation

The *Connections* workshop package consists of this manual and accompanying materials, including recruitment brochures, handout and transparency masters, and a videotape.

Recruiting
All colleges and universities that serve Vocational Rehabilitation (VR) clients should receive the recruitment brochure, accompanied by a cover letter (see example, "First College Contact") and followed up within two weeks by a telephone contact. Depending on the administrative structure of the postsecondary program, the initial contact person may be the coordinator of special services, program administrator, bursar or manager of billing office, admissions counselor, or the client's academic counselor or instructor. The contact person should have a level of authority high enough to command resources and an audience for the workshop.

Planning
Once the postsecondary contact replies, workshop planning should begin, and a site coordinator should be appointed by the college. The following arrangements should be made at the workshop site, usually the college or university:

- Reserve an on-campus meeting room to accommodate 15 or more people in workshop format, to include tables and chairs, blackboard, overhead projector and screen, VCR (1/2 inch VHS), and monitor for playback. The room must be able to accommodate small group workshop activities.
- Arrange for interpreters for deaf participants.
- Order coffee and danish for group socializing before workshop and at break time.

Participants
A **participant letter** should be sent to campus personnel in relevant positions as well as to VR counselors whose clients attend the college. Selection of on-campus participants should be made by the initial contact person, someone in a position to judge the candidates' suitability, based on the amount and nature of their contact with deaf students. The letter (see example, "Orientation for Participants") should be sent by the VR trainer and should include the agenda, list of participants (if known), trainers, and map of the workshop site and parking facilities. A Participant Registration Form should be enclosed

with instructions to return it to the site coordinator. Previous testing of the workshop indicates that the ideal group ranges from eight to 30 participants and includes VR counselors normally in contact with the college.

Workshop Materials

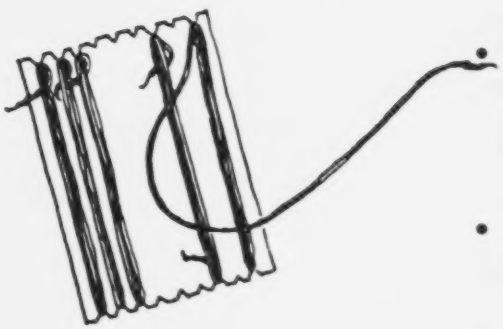
Several media preparations should be made by the trainer:

- **Videotape programs** should be previewed to ensure familiarity with them. The videotape is in 1/2-inch VHS format, and both programs for Modules "A" and "B" appear on the same tapes.

- **Handouts** should be duplicated, collated, stapled, and placed in pocketed folders for each participant. A separate pocket for the Evaluation and Participant Registration forms will provide easy access at the end of the workshop. Extra copies of the forms should be brought to the workshop as insurance against loss or misplacement.

  Note: One especially important handout in Module B is the IWRP form used for your state. **The trainer must prepare the handout** using "mock" data based on the character "Karen" in the videotape program, "Individualized Written Rehabilitation Plan." Suggestions for use of adaptive technology should be included on the form.

- **Transparencies** should be produced using the transparency masters in the Training Materials section of the manual. These should be mounted on cardboard frames for durability.



- **Yarn** for Module "C" should be cut into 5-6 foot lengths of red for postsecondary participants and blue for VR participants. Three pre-cut pieces will be needed for each participant. For convenience in handling, the yarn, in sets of three, may be coiled around a notched piece of cardboard.

- **Blank transparencies** and markers and/or newsprint will be useful for documenting the collaborative plans developed in Module "C."

- **VR Statement Cards** for Module "A" are located in a plastic sleeve in the Training Materials section.

  The media list for each module is located on the divider page for that module.

Evaluation Materials

The trainer is responsible for reporting the evaluation results to CSAVR after each use of the *Connections* workshop. Several criteria are covered in the *Connections* evaluation design:

- **Demographics**
  Data from the Participant Registration Form should be summarized by tallying responses to each item.

- **Collaborative Plans**
  Steps developed to address problems identified and prioritized in Module "C" should be copied and sent in with other evaluation materials. These may form the basis for a state-wide collaborative agreement between VR and the postsecondary institutions.

- **Commitment**
  The motivation to continue to follow through and complete the steps developed in the collaboration plan can be measured by the self-reported level of commitment requested on the Commitment Scale. These data should be summarized.

- **Participant attitude toward the workshop**
  Data collected on the Participant Evaluation Forms document participant satisfaction regarding the relevance and interest level of the *Connections* workshop. The trainer should summarize these data by averaging the ratings and collating the comments.

  The forms *just described* are located in the set of Handout Masters and must be duplicated, collated, and stapled. They should be placed in the participant handout folder and completed during Module "C."

  In addition to data from participants collected at the workshop, the *Follow-up Evaluation Form* measuring the usefulness of the workshop experience and successful implementation of the collaborative planning process should be mailed to participants within three months of the workshop. This length of time (three months) may be insufficient to complete all steps in the plan, but progress should be noted if the *Connections* package is to be judged a success. For best results in obtaining a quick response, a postage paid, return-addressed envelope should be enclosed, and a telephone reminder call should be made if responses are slow in coming back.

The *Trainer Report Form* should be completed at the time of the workshop and mailed with participant data to:

Nancy Carr
New York State Education Department
Office of Vocational Rehabilitation
Room 1912
One Commerce Plaza
Albany, NY 12234 (518) 474-1729

Participant Registration Form

Please answer the following questions and submit this form to the trainer at the beginning of training.

Name_____ Date_____

Employer _____

Job Title _____

Address _____

Telephone Number _____

What kind of contact do you have with deaf students who attend your institution?

_____

_____

_____

What would you most like to get out of this training?

_____

_____

_____

Do you have any specific questions?

_____

_____

_____

Comments _____

_____

_____

_____

Examples of Pre-Workshop Materials

First College Contact

STATE OF NEW JERSEY
DEPARTMENT OF LABOR
DIVISION OF VOCATIONAL REHABILITATION SERVICES
CN 398
TRENTON, NEW JERSEY 08625 - 0398

CHARLES SERRAINO
Commissioner

GEORGE R. CHIZMADIA
Director
VOICE (609) 292-5987
TTY (609) 292-2919

Ms. Eileen Forestal
Union County College
1033 Springfield Ave.
Cranford, N.J. 07016

July 28, 1987

Dear Ms. Forestal:

I am writing as a followup to our telephone conversation concerning the Orientation package that is being developed by NTID, in conjunction with the Council of State Administrators of Vocational Rehabilitation (CSAVR) Sub-Committee on Deafness. CSAVR is a national organization of State Directors of Vocational Rehabilitation. The Sub-Committe on Deafness, of which I am a member, works on matters of concern to deaf programs with which VR interacts nationally.

The Committee has developed cooperative agreements between CSAVR and NTID and Gallaudet University. In the course of developing these agreements, it became evident that higher education personnel did not necessarily understand the VR process and requirements, and vice-versa. New York VR staff began conducting orientation/training sessions to NTID staff on an annual basis with excellent feedback and followup cooperation and coordination.

As a result of this experience, the CSAVR Deafness Committee asked NTID to work with a sub-committee to develop a package that could be used generically throughout the country in colleges that work with deaf VR clients.

The prototype of this package is nearing completion. It will be piloted at a New Jersey, New York City, and Florida college. Modifications will be made as a results of these experiences, and the final product produced.

Because of UCCs history in serving hearing impaired students, its sensitivity through your interpreter training program, and the special programs that have been conducted, it appears to be an appropriate site for the New Jersey program.

The program will be of 2 to 2 1/2 hours duration. The audience is intended to be those staff persons who come into direct contact with

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hearing impaired students or with VR counselors of hearing impaired students. (ie: admissions staff; counselors; program advisors; bursars; handicapped services staff; etc.) Total number should ideally not exceed 15. We would like to schedule during the week of November 15,1987.

The program will consist of discussion and video tape presentation. It will focus on how a client accesses and goes through the VR process- in cases of college sponsored clients.

When I receive an agenda, I shall forward it to you.

Please advise me of the college's interest, and if affirmative, an exact date and time frame that would best suit your schedules.

I look forward to working with you on this project.

Sincerely,

Pat

Patricia A Tomlinson

College Response

Union County College

1033 SPRINGFIELD AVENUE, CRANFORD, NEW JERSEY 07016

CRANFORD CAMPUS (201) 276-2600 | ELIZABETH CAMPUS (201) 351-4100 | PLAINFIELD CAMPUS (201) 756-4100 | SCOTCH PLAINS CAMPUS (201) 889-4100

August 3, 1987

Ms. Pat Tomlinson
Division of Vocational Rehabilitation Services
Department of Labor
CN 398
Trenton, N.J. 08625-0398

Dear Ms. Tomlinson: Pat

Thank you for your letter of July 28, 1987. We are pleased that such a project will be initiated here in New Jersey and that UCC is being asked to work with DVR on this project.

As per our TTY conversation and letter, this is to confirm our interest in working with you and DVR.

The week of November 15, 1987 should be suitable. Let us know what your needs are.

Looking forward to working with you.

Sincerely,

Eileen Forestal

Eileen Forestal
Coordinator
Interpreters for the Deaf Program

cc: Kreisman

EF:bq

Confirmation of Workshop

STATE OF NEW JERSEY
DEPARTMENT OF LABOR
DIVISION OF VOCATIONAL REHABILITATION SERVICES
CN 398
TRENTON, NEW JERSEY 08625-0398

CHARLES SERRAINO
Commissioner

GEORGE R. CHIZMADIA
Director
VOICE (609) 292-5987
TTY (609) 292-2919

August 20, 1987

Ms. Eileen Forestal, Coordinator
Interpreters for The Deaf Program
Union County College
1033 Springfield Ave
Cranford, NJ 07016

Eileen

Dear Ms. Forestal:

Thank you for your letter of Aug. 3, 1987. I am delighted that UCC has agreed to participate in the prototype of "Connections: Vocational Rehabilitation Training Package for Transition to College." I have conveyed your interest to the NTID staff who are enthused also about your participation, especially in light of your history in education and programming for deaf students and interpreters.

We would like to confirm a date and time now, and work out specific details after you are back in the swing of the school year. Would Tuesday, Nov 17, 1987 - 9:00 AM to noon be possible? If not,please let us know what would be a better day and/or time. We are flexible.

We would start with coffee and donuts or cookies. Is it possible for me to contract with the college for that? (We would, of course, pick up the cost.)

After we agree on a date, we can get into specifics-re: How many trainees and what their job functions are; training site and directions; notification and preliminary information to trainees; etc.

I shall wait to hear further from you.

Sincerely,

Pat

Patricia A Tomlinson,
Deaf Programs

PAT:ebf

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Orientation for Participants

STATE OF NEW JERSEY
DEPARTMENT OF LABOR

MEMORANDUM

TO: Union College & NJDVRS Participants

OFFICE:
FILE NO.:

FROM: Patricia A. Tomlinson and Patricia A. Cooper

TELEPHONE:

SUBJECT: Workshop: "Connections: Vocational Rehabilitation Package for Transition to College"

DATE: 10/26/87

Thank you for agreeing to participate in the above named prototype workshop on November 17, 1987 at Union County College (Directions attached).

Visitor parking passes will be sent to DVR staff and consultants. Coffee and donuts will be available at 9:00 am.m. in Union County Room of McKay Library. The workshop will begin promptly at 9:30 a.m. and will conclude by noon.

Background

This orientation to V.R. package was developed by the National Technical Institute for the Deaf (NTID), in conjunction with the Council of State Administrators of Vocational Rehabilitation (CSAVR) Sub-Committee on Deafness. The Sub-Committee works on matters of national concern to deaf programs with which Vocational Rehabilitation interacts nationally.

In the Sub-Committee course of developing national cooperative agreements with NTID and with Gallaudet University, it became evident that higher education personnel did not necessarily understand the Vocational Rehabilitation process and requirements and vice-versa. New York Vocational Rehabilitation staff therefore began conducting orientation training sessions to NTID staff on an annual basis with excellent feedback and followup cooperation and coordination.

As a result of this experience, the CSAVR Deafness Sub-Committee asked NTID to work with their task force to develop a package that could be used generically in colleges throughout the county.

You have agreed to participate in the prototype of this package (See attached agenda). Our objectives are as follows:

* To provide college staff, who interact with VR counselors and clients, with an understanding of the VR process and mandates.

* To develop an Action Plan to effect a workable long-term cooperative effort to maximize services to mutual hearing impaired students/clients.

* To assess the effectiveness of the prototype and provide input for program modification necessary to ensure effective "Connections".

Thank you in advance for your participation. We look forward to a productive session!

Union County Community College
***Connections* Workshop**

Trainers

NJDVRS	Patricia Tomlinson Pat Cooper

Observers/Consultants

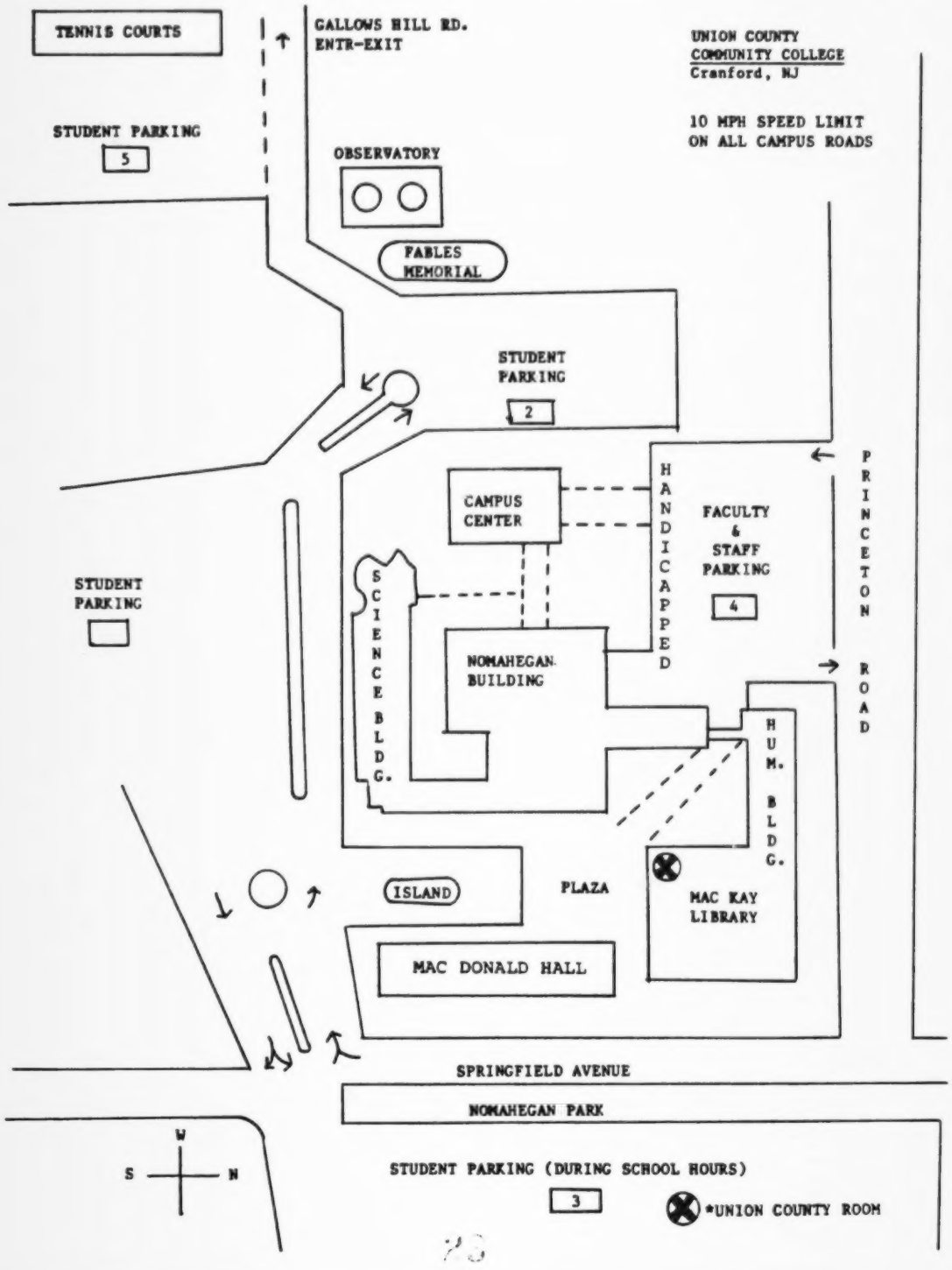
NTID	Judy Egelston-Dodd David Conyer
NYOVR	Nancy Carr Lori Baer

Participants

NJDVR	Rosemary Petrizzo Joan Galloway Judith Dorrbecker William Scoles Counselors for the Deaf

Union County College Staff
To Be Named

Map


TENNIS COURTS
GALLOWS HILL RD.
ENTR-EXIT
UNION COUNTY
COMMUNITY COLLEGE
Cranford, NJ
10 MPH SPEED LIMIT
ON ALL CAMPUS ROADS
STUDENT PARKING
5
OBSERVATORY
FABLES
MEMORIAL
STUDENT
PARKING
2
CAMPUS
CENTER
HANDICAPPED
FACULTY
&
STAFF
PARKING
4
PRINCETON
ROAD
STUDENT
PARKING
SCIENCE BLDG.
NOMAHEGAN
BUILDING
HUM. BLDG.
ISLAND
PLAZA
MAC KAY
LIBRARY
MAC DONALD HALL
SPRINGFIELD AVENUE
NOMAHEGAN PARK
W
S
N
STUDENT PARKING (DURING SCHOOL HOURS)
3
*UNION COUNTY ROOM

Agenda

9 - 9:30 a.m. Registration, Coffee and Bagels

9:30 - Noon

A. Introduction to Vocational Rehabilitation

- o The Rehabilitation Process
- o Criteria for Eligibility/Services

B. The Individualized Written Rehabilitation Plan (IWRP)

- o Components and mandates
- o Potential Problem Areas

C. Problem Identification & Collaborative Planning

- o Common Web
- o Problem Identification
- o Winners All

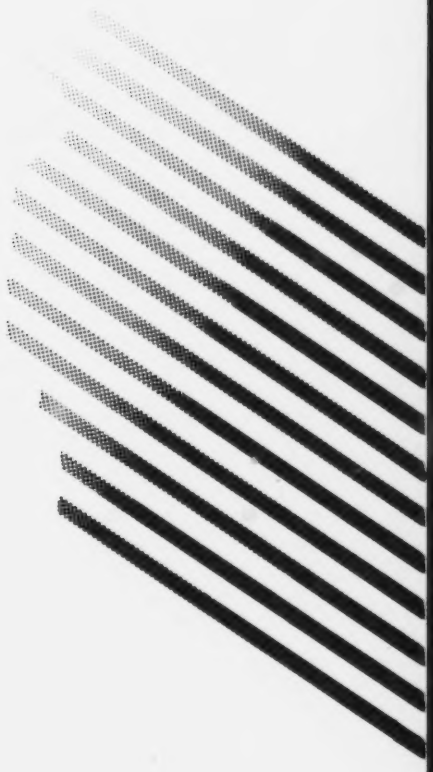
D. Followup Reporting

E. Summary/Evaluation/Wrap-Up

Module **A**: Introduction to Vocational Rehabilitation

Media

T-A-1	Goals of Connections Workshop
T-A-2	Background and Philosophy of Vocational Rehabilitation
T-A-3	Eligibility for Vocational Rehabilitation Services
T-A-4	Goal of Vocational Rehabilitation
HO-A-1	Video Script for "Vocational Rehabilitation Overview"
HO-A-2	"The Vocational Rehabilitation System"
M-A-1	VR Statement Cards (located in back of binder)
M-A-2	Videotape Program, "Vocational Rehabilitation Overview" (4 min.)



Module A: Introduction to Vocational Rehabilitation

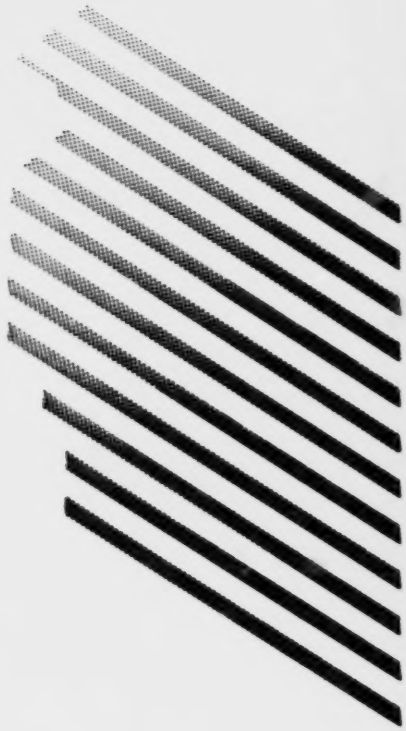
Time	Media	Narration
0:00		A. Introduction/Ice Breaker 1. Housekeeping details Coffee/donuts Restroom locations Smoking Policy
0:05	T-A-1	2. Workshop format Show transparency T-A-1 listing the goals of the workshop. Participants will • define the outcome of the rehabilitation process as successful placement • list steps in the IWRP that are related to the post-secondary experiences of their deaf student rehabilitation clients • develop plans for maintaining contact necessary to facilitate deaf students' successful transition into college and the world of work • commit to developing a long-term cooperative working agreement between state VR and the postsecondary institution.
	M-A-1	3. Divide group into two teams, randomly mixing VR and postsecondary participants. Explain that each team will draw a card from the set of cards (M-A-1) and decide if the statement on the card is true or false. Draw cards one at a time. The statements on the cards are as follows: • VR serves only deaf students. • All persons with disabilities are eligible for vocational rehabilitation services • Eligibility for VR services often takes months to obtain • Families that do not meet VR's economic need guidelines are not eligible for VR services • VR is a scholarship program • Students entitled to VR financial aid as well as PELL and/or other state, federal, or private financial aid, are entitled to any excess funds remaining after school costs are paid • VR agencies are required to pay for postsecondary education of the client's choice
		4. Briefly discuss statements of interest to the group. The trainer should emphasize that all statements are false.

Time	Media	Narrator
0:15		B. Short Lecture on the Rehabilitation Process
	T-A-2	1. Use transparency T-A-2 to introduce the background and philosophy of vocational rehabilitation
	M-A-2 HO-A-1	2. Show the videotape program, "Vocational Rehabilitation Overview," (M-A-2: 4 minutes) and distribute video script, HO-A-1.
	T-A-3	3. Use transparency T-A-3 to emphasize the criteria for eligibility: • documented mental or physical disability • disability must represent a substantial barrier to employment • reasonable expectation that the rehabilitation program will result in a benefit to the participant: namely, employment.
	T-A-4	4. Use transparency T-A-4 to emphasize the goal of the vocational rehabilitation process—to help disabled people who have substantial barriers to employment to become economically self-sufficient, i.e., successful placement. This may contrast with the goal of a postsecondary institution, which is usually the attainment of a degree.
	HO-A-2	5. Hand out the summary of the rehabilitation process, HO-A-2.
0:20		C. Each state has its own interpretation of the federal law. Open the floor to questions about the rehabilitation process for this state: 1. Eligibility 2. Range of Services 3. Current trends.
0:30		D. END Module A.

Participants will –

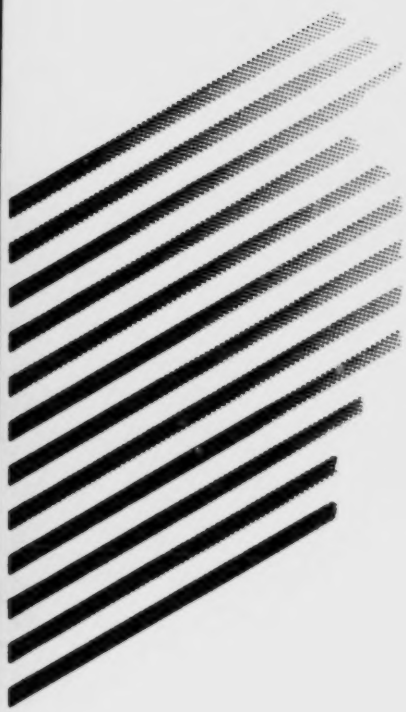
- Define the outcome of the rehabilitation process as successful placement.
- List the steps in the IWRP that are related to the postsecondary experiences of their deaf students who are rehabilitation clients.
- Develop plans for maintaining contact needed to facilitate the successful transition of deaf students into college and the world of work.
- Commit to developing a long-term, cooperative working agreement between state vocational rehabilitation and the postsecondary institution.

Goals



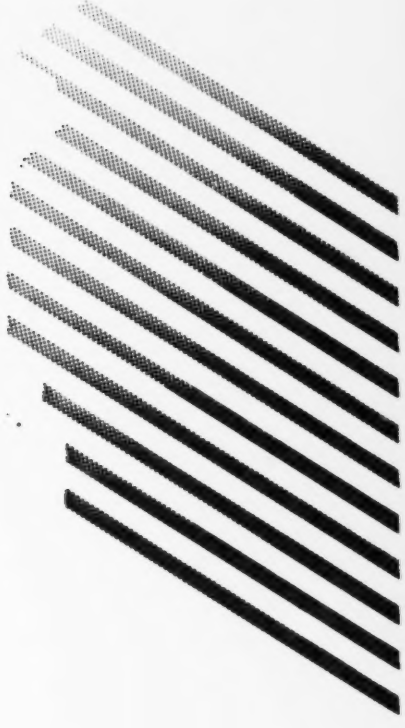
Background and Philosophy of Vocational Rehabilitation

- 1920: Civilian vocational rehabilitation begun
  - statistics used for evaluation
  - tracking systems developed
- 1950: Mary Switzer, mother of vocational rehabilitation
- 1973: More severely handicapped people
  - IWRP
  - independent living services
  - Section 504
- 1986: Amendments
  - supported employment
  - statewide needs assessment



- a documented mental or physical disability
- the disability creates a substantial barrier to employment
- reasonable expectation that the rehabilitation program will result in a benefit to the participant, namely employment

Eligibility for Vocational Rehabilitation Services

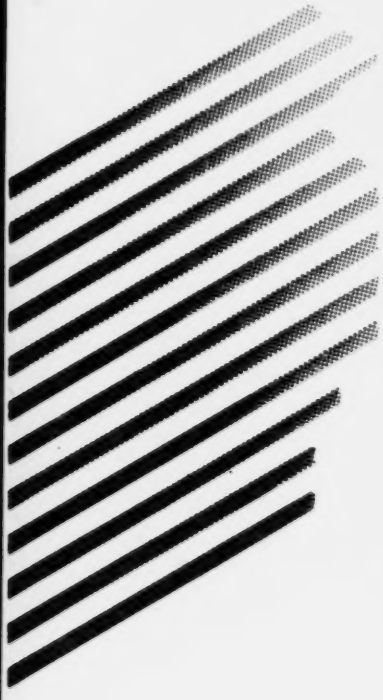


T-A-3

CONNECTIONS 1988

- to foster economic self-sufficiency
- successful placement, not just completing a degree

Goal of Vocational Rehabilitation



T-A-4

CONNECTIONS 1988

Narrator:
In 1918, America was welcoming back from World War I its wounded and disabled soldiers. Realizing the need to integrate these veterans back into the workplace, Congress enacted the Soldier Rehabilitation Act, which established the concept of publicly funded vocational rehabilitation. Over the years, the process was expanded to include rehabilitation for civilians with physical disabilities, services for people with mental handicaps and provisions for physical restoration including surgery and hospitalization.

Despite new amendments and the expanding role of the Office of Vocational Rehabilitation, many programs were not realizing their potential and clients suffered in the slow pace of federal bureaucracy. The appointment of Mary Switzer as OVR Director in 1950 was a turning point for the young federal agency.

For years a tireless proponent of Vocational Rehabilitation programs, as well as an inspired administrator, Switzer re-dedicated herself to the rehabilitation cause and continued to press lawmakers for an ever-broadening approach to rehabilitation. In 1954, a significant victory occurred when President Eisenhower authorized establishment of work centers, sheltered workshops, and support to private rehabilitation facilities. This renewed support spurred enduring changes in Vocational Rehabilitation programs, lasting throughout the fifties and sixties. In the seventies, some revolutionary changes took place.

Duncan:
We provided an individualized written plan for each of these individuals. We provided a new Title V which provided for protection of their civil rights and prevented discrimination against disabled people by agencies receiving federal money. We tried to provide a mechanism for helping those individuals who did not fit into the work opportunity program by providing for a program of independent living. This was any kind of service, be it attendant care, educational, or whatever—anything that would allow these people to be as independent as they possibly could be. We now know that people with very severe disabilities, if given additional support, can be productive citizens.

Narrator:
The creation of the Rehabilitation Services Administration in 1979 continued the evolution of enhanced services.

Duncan:
In 1979, we created the Rehabilitation Services Administration, the head of which was appointed by the President and confirmed by the Senate. We created a National Council on the Handicapped and also the Architectural Barriers and Transportation Board. In 1986, the next big move was that we added a new Title which dealt with supported employment.

Narrator:
An evolution also occurred in the funding of rehabilitation programs. State governments were given more autonomy and responsibility for their own residents. A formula was created for the sharing of funds between state and federal governments based on the state's population and the per capita income of its residents.

Melton:
Vocational Rehabilitation is a strong, unique state/federal partnership. It must be this way. As a partner, both the federal government and the Congress have a responsibility to assist in funding the Vocational Rehabilitation program. The state executive branch, as well as the state legislature also has a very strong responsibility for providing funding and resources for the program. So if this program is to be what I think it was conceptualized to be from the beginning—a very strong state/federal partnership—then this advocacy and this awareness must be maintained at both the state and the federal levels.

Narrator:
This cooperation between and among states and the federal government is exemplified by a group of 82 top officers from the state rehabilitation agencies who form the Council of State Administrators of Vocational Rehabilitation, or CSAVR.

Owens:
As members of CSAVR, they come together to discuss with each other their experiences in service delivery in the states and in the local communities—the problems they are encountering and the good programs that they may have. Then by coming together in this CSAVR forum, they develop policies and strategies to impact upon the national rehabilitation program.

Narrator:
Successful employment and economic self-sufficiency are the ultimate goals of the Vocational Rehabilitation program. There is no age limit for application of V.R. services. However, states may establish financial and economic need for some services. Many services such as evaluation, counseling and guidance, referral services and placement require no proof of need. To be determined eligible for V.R. services, an individual must be assessed carefully to determine if their disabilities will provide a significant barrier to successful

employment. Not only must the disabilities be documented, but diagnostic tests must determine if the individuals will benefit from the training in a manner that will effectively prepare them for employment.

Baumann:
Once clients are found eligible for services, counselors can work with them on developing realistic and measurable vocational objectives. The ultimate goal is to prepare the client for employment. The document used to specify the services to be provided to the client by the Vocational Rehabilitation Agency is the I.W.R.P., or the Individualized Written Rehabilitation Plan. The document also measures the client's progress toward the goal and outlines the client's responsibilities.

Narrator:
The I.W.R.P. is a document that the counselor and client develop and mold together. It provides the foundation for vocational counseling and training and clearly outlines the approach that clients will use to achieve their objectives.

Kemp:
Sometimes it's difficult for people to understand the rehabilitation program because it's not an institution or a building. Many times it's services that can be purchased by the rehabilitation counselor from a myriad of organizations. We can, as a counselor, purchase services from a college or a university, from a vocational/technical school, from a comprehensive rehabilitation center, and from many places including business and industry. We can go into an industry, identify a job, for example, if we have a client to work in that particular area, and then provide on-the-job training where that person is trained to do the job, working for a trial work period.

Hurwitz:
College is one of many important options that are available to V.R. clients. Clients who have the potential to go to college should be encouraged to go to college because when they go to college they will be able to get good training. They will get a good education and be better prepared for the kinds of jobs that they want to aspire to in the future. We did a study of our graduates. We found that students who went to college and completed their education are more apt to earn better salaries than those who did not go to college or went to college and withdrew from school.

Narrator:
Clearly, the progression of rehabilitation legislation over the years has improved life for millions of disabled Americans. Individuals with disabilities now have the means to establish economic self-sufficiency and a meaningful place in their community. This continues to be the mission of rehabilitation professionals nationwide.

The Vocational Rehabilitation System

Edited by Lori Baer

Publicly funded vocational rehabilitation came into being after World War I with the Soldier Rehabilitation Act (Public Law 65-178) of 1918, but vocational rehabilitation services for civilian disabled workers were not authorized until the Rehabilitation Act of 1920 (Public Law 236), commonly known as the Fess-Smith Act. Services included job training, counseling, prosthetics, and job placement. Because the law did not include medical rehabilitation services to reduce or eliminate limitations imposed by disabilities, individuals were trained around their disabilities. Throughout the period of the depression, vocational rehabilitation struggled with temporary legislation, not achieving permanent status until the Social Security Act of 1935. Throughout this era, the focus was on the return of physically disabled individuals to jobs.

For 20 years after World War I, rehabilitation was limited in scope of services, restricted in clientele, and financed with temporary and inadequate funds.

When it became law on July 6, 1943, Public Law 78-113 superseded the act of 1920 (as amended up through 1942) and authorized major amendments to broaden the vocational rehabilitation program. It provided more liberal financing, vastly increased state services to disabled people, and significantly broadened the concept of rehabilitation. For the first time, services were extended to people with mental disabilities and illnesses.

Under this law, the separate state agencies established to serve people with visual impairments first entered the federal-state rehabilitation program. This law also granted equal status with respect to federal grants to all 48 states, Alaska, Hawaii, and Puerto Rico.

The main provisions of the 1943 amendments were:

Financing Provisions

Payments by the federal government to states with approved plans for vocational rehabilitation were authorized for

- the entire expense for vocational rehabilitation of servicemen disabled during wartime duty
- half the expense for vocational rehabilitation of other people with disabilities; the state paying the remaining half
- the entire expense of administration, including guidance and placement services.

Heretofore, program costs had been shared equally by state and federal governments, but from this point, the latter began to accept more of the costs.

New Definition

The 1920 act had limited the meaning of "person disabled" to a person with a physical defect or infirmity. The 1943 law defined "vocational rehabilitation services" as "any services necessary to render a disabled individual fit to engage in a remunerative occupation." By deleting "physical", the new definition made people with mental illnesses and disabilities eligible for services for the first time.

State Services

Previously, services had been limited by

administrative interpretation since the old law had not listed services. Now, federal funds were authorized for one-half of the expenditures necessary for certain specified rehabilitation services to individuals found to be financially unable to meet the costs involved, provided that they were not eligible for any similar benefit by way of pension, compensation, or insurance. For the first time, medical, surgical, and other physical restoration services were provided.

Under this act, money could be spent only for a specific list of services. These services included

- corrective surgery or therapeutic treatment necessary to correct or substantially modify within a reasonable length of time a static physical condition that constitutes a substantial barrier to employment
- all hospitalization, for up to 90 days, which is necessarily connected with such surgery or treatment
- transportation, occupational licenses, and customary occupational tools and equipment
- prosthetic devices essential to obtaining or retaining employment
- maintenance during training, including the cost of any necessary books and other training materials.

Change in Federal Administration

Administration of all grants was transferred from the Commissioner of Education to the Federal Security Administrator. The Administrator was authorized to make all rules and regulations governing the administration of this act, but could delegate to any U.S. officer or employee such powers and duties as were necessary to carry out the purposes of Public Law 78-113.

Exercising his authority to delegate powers and duties, the Federal Security Administrator established the Office of Vocational Rehabilitation on September 8, 1943. In an effort to insure better program planning in each state, this office established eight regional offices, organized state and national advisory rehabilitation councils, and organized professional advisory committees.

State Plans

In order to qualify for federal aid, each state was required to submit a plan for vocational rehabilitation and have it approved by the Federal Security Administrator. Public Law 78-113 lists 10 conditions which must be met before a state plan can be approved.

The first condition required that the state Board of Vocational Education be designated as the sole agency for the administration, supervision, and control of the state plan. However, this provision made an important exception when it authorized the vocational rehabilitation programs for blind clients to continue their own administration and yet be eligible for federal support. For the first time, separate state agencies serving blind clients entered the federal/state program.

Facilities and Services for State Boards

To facilitate the operation of state plans, the Federal Security Administrator was authorized to furnish on a cost basis special facilities and services as needed by two or more state boards. He also was authorized to establish facilities, providing that the costs of establishing such facilities and of furnishing such services were to be considered as expenditures under their state plans. These expenditures were to be paid by deducting an amount equal to such costs from the planned federal payments to these states.

The effect of this provision was to permit two or more states to jointly request aid in establishing the rehabilitation facilities they needed. First authorized under Public Law 78-113, the provision was especially intended to help the smaller states.

On August 3, 1954, when President Eisenhower signed Public Law 83-565, he initiated a new era in the vocational rehabilitation of men and women with disabilities. Designed to improve and expand the nation's resources for restoring persons with disabilities to productive employment, the law was passed unanimously by both Houses of Congress. It was the first legislation since the Barden-LaFollette Act of 1943 to effect major changes in the state-federal vocational rehabilitation program.

Retaining the basic patterns of services for disabled persons, the 1954 revisions added sweeping changes in financing provisions and professional training and in expanding service resources. This law provided the base for a major thrust aimed at more closely aligning the number of people rehabilitated annually and the number in need of rehabilitation. In fact, the 1954 amendments included modernized provisions, such as authority for research, demonstration, and training activities, which were added to other federal grants-in-aid statutes throughout the decade

following its passage.

The main changes made by the 1954 amendments were:

Financing Provisions
The state's share under this act was determined by a formula that took into account the individual state's population and per capita income. The object was to give greater financial support to states with relatively large populations and small per capita income, calling for these states to pay smaller portions of the total cost of the state vocational rehabilitation program than states with larger financial incomes. The federal share varied from 50 to 70 percent, with the national average being about three federal dollars to two state dollars invested in vocational rehabilitation.

Extension and Improvement Project Grants to States
A new system of project grants to state agencies provided federal financial support at more favorable rates to induce states
- to develop new aspects of their programs (improvement grants)
- to extend their services (extension grants) to disability groups and geographic areas previously reached inadequately or not at all.

Extension and improvement grants provided up to $3 of federal funds for each dollar invested by the state, and continued up to a maximum of three years for each project.

Research and Demonstration
For the first time, grants of federal funds were authorized to encourage and support research into better rehabilitation and to conduct demonstration projects to spread the application of new knowledge to communities across the country. These grants are made to public and private nonprofit organizations such as state rehabilitation agencies, voluntary groups, universities, and rehabilitation facilities.

Training
Grants to support the training of more professional personnel for rehabilitation services include
- long-term training grants to educational institutions and rehabilitation agencies for support of basic or advanced professional training, awarded in the form of teaching grants, or traineeship grants for students selected by the educational institution, or a combination of the two
- short-term grants for training of less than a semester duration; e.g., institutes, workshops, seminars, and other training courses
- inservice training grants to state VR agencies for staff development programs
- rehabilitation research fellowships.

Randolph-Sheppard Vending Stand Program for the Blind
The 1954 amendments included features to strengthen provisions for giving preference to blind persons who operate vending stands on federal and other property.

Rehabilitation Facilities, Centers, and Workshops
The new law also authorized for the first time the use of federal grants-to-states funds for establishment (alteration or expansion) of rehabilitation facilities and workshops.

Further growth was made possible through the Rehabilitation Act of 1965, which was the most important rehabilitation legislation between 1954 and 1973. This Act expanded programs for client services, and included Federal assistance for program planning, equipment, and staffing for rehabilitation facilities and workshops. The 1965 Act also provided financing for further projects and research in rehabilitation. During the 1960's, there was an emphasis on serving clients who experienced mental retardation and illness, a critical factor in promoting the concept of deinstitutionalization for both of these populations. As part of the war on poverty, rehabilitation programs also emphasized services for economically disadvantaged persons with disabilities.

Prior to the enactment of these amendments, certain rehabilitation services could be provided without regard to the individual's ability to pay for them, and certain other services could be provided without cost to the individual only when he was unable to purchase them for himself. The new law eliminated economic

need as a prerequisite for any vocational rehabilitation service, but allows each state to apply such economic need tests for other than diagnostic and related services, counseling, and placement.

The foundation of modern rehabilitation is the Rehabilitation Act of 1973 (Public Law 93-122) and its subsequent amendments. This Act placed a strong emphasis on expanding services to severely handicapped clients. The Act extended the basic grant program and targeted services to people with severe handicapping conditions. The idea of an Individualized Written Rehabilitation Plan (IWRP) became reality, and there was a new focus on consumer involvement and nondiscrimination in hiring people with disabilities. The scope of rehabilitation was also broadened to include independent living services. This new program was designed to meet the needs of individuals whose disabilities were so severe that they lacked the potential for remunerative employment and yet could benefit from services that would enable them to live and function independently.

The 1986 Amendments to the Rehabilitation Act of 1973 provide the current legislative base for delivery of rehabilitation services today and direction for the services that will be provided for the next several years.

The Amendments require the development of plans, policies, and methods to assist in the transition from education to employment-related activities, and authorize grants to help states develop collaborative programs with public and private agencies that will lead to supported employment for persons with severe disabilities. The Amendments also require a comprehensive, statewide assessment of the rehabilitation needs of individuals residing within the state, and the state's response to the assessment.

Eligibility

Services are provided to individuals who have a disability and whose limitations are a substantial barrier to employment. In addition, there must be a reasonable expectation that the services that are available through the vocational rehabilitation program will enable the individual to secure suitable employment. Diagnostic services, including medical, psychological, and vocational assessments to determine an individual's eligibility, are provided without cost to the individual applicants.

Services

Professional vocational rehabilitation counselors help clients select suitable vocational goals. Individualized Written Rehabilitation Plans (IWRP's) then are developed for each client. Staff members next coordinate the various services necessary for clients to reach their goals. In addition to counseling, individuals may be provided with physical restoration services. Training is provided through rehabilitation centers, business and trade schools, colleges, and on-the-job opportunities. In addition, support services such as attendant care, interpreters, and transportation are provided to clients to help them receive basic services needed to prepare for job placement. Job placement and post-employment services, if necessary, are final steps in the rehabilitation process.

References

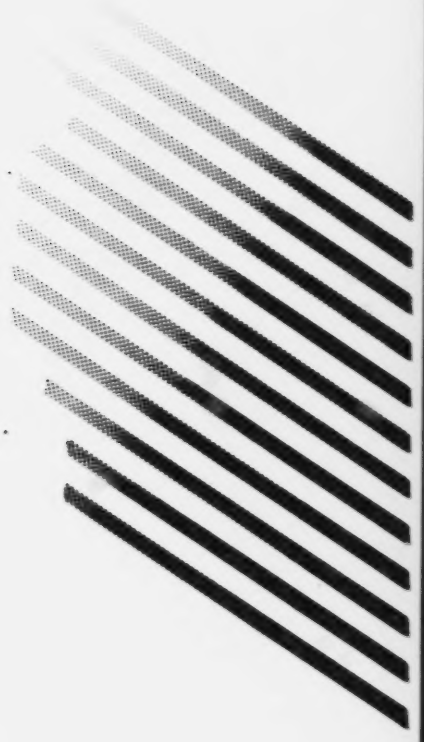
"Directions for the Future." Discussion paper, New York State Office of Vocational Rehabilitation, March, 1987.

Various untitled internal publications, New York State Office of Vocational Rehabilitation.

Module B: The Individualized Written Rehabilitation Plan

Media

T-B-1	IWRP
T-B-2	Potential Problem Areas
T-A-3	Eligibility for Vocational Rehabilitation Services
HO-B-1	State IWRP (This handout is not in the workshop package. The state IWRP form must be completed using data from the videotape for the client, Karen, shown in the "IWRP" video program.)
HO-B-2	Video Script for "Individualized Written Rehabilitation Plan"
M-B-1	Videotape Program, "Individualized Written Rehabilitation Plan" (10 min.)



Module **B**:
The Individualized Written Rehabilitation Plan

Time	Media	Narration
0:00		A. Introduction 1. Many of you come from an educational setting and are familiar with the Individual Education Plan (IEP). How many of you are familiar with IWRP? Do you know what the initials stand for? The **I**ndividualized **W**ritten **R**ehabilitation **P**lan is important for several reasons. It is jointly developed by the counselor and client and contains all the information gathered during the evaluation process. This can include medical, social and educational histories, I.Q. scores, achievement scores, interests and aptitudes, and labor market information. All these factors are considered when the choice of a vocational goal is made. The vocational goal is described on the IWRP as well as the reasons for choosing that goal. The trainer should hand out the IWRP forms used in the participants' state.
	T-B-1	2. Let's look at what is included on every IWRP. (Transparency T-B-1) • basis for client's eligibility • client's vocational goal • reasons for choice of goal • intermediate objectives and services provided to obtain that goal • statements of responsibility of client and agency • statement of client's views. The client, counselor, and supervisor sign this plan, indicating that it is mutually agreeable. The plan is a framework of service delivery, and the key to its success is based on communication between the client and the VR counselor, between the client and the college, and between the college and VR.
	T-B-2	Let's look at some common problem areas that can arise if communication does **not** occur. (Transparency T-B-2) • billing • choice/change of major • poor grades • poor communication, poor counseling relationship • problems (illness, finance, etc.).

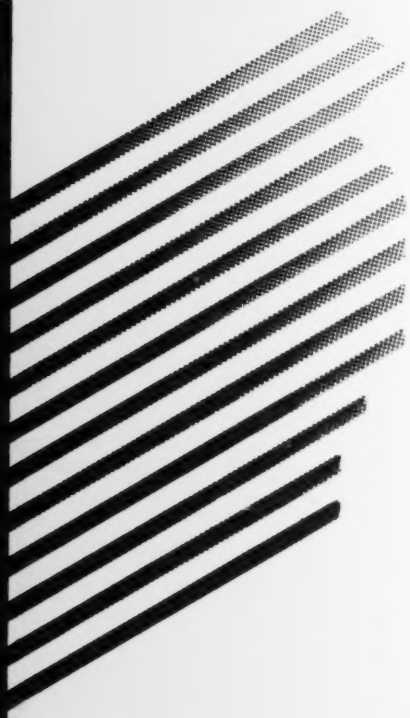
Time	Media	Narration
		3. Explain that the module's purpose is to identify and explore communication gaps that affect the IWRP and that arise between VR client and VR counselor or between postsecondary institution and VR counselor. These forms include: • application • psychological evaluation • eligibility form • similar benefits form • IWRP.
		B. IWRP Case Study
0:10		1. To better illustrate this process, we will view a short videotape about a client, who, although exemplary, experiences many typical problems.
	HO-B-1	Distribute copies of your state IWRP (HO-B-1) that were completed using client data from the videotape. Explain that every state VR office uses a slightly different format for its IWRP.
		2. Introduce the videotape by explaining that it will be interrupted for discussion of the communication gaps.
	M-B-1 HO-B-2	3. Show video "IWRP," (M-B-1: 10 minutes) and hand out the video script (HO-B-2).
		4. Processing questions.
		Stop videotape at break 1.
		a. Now you have a better understanding of what leads to a client receiving VR support to attend college.
	T-A-3	b. The trainer may wish to use T-A-3 again here to emphasize the eligibility criteria.
		c. Let's follow Karen further to see how college staff members can reinforce good communication. Continue.
		Stop the video at break 2.
		d. I hope that in your own settings, each of you can provide the type of reinforcement we have just seen. Have you had a similar experience you can share? (Participants should respond.)
		e. Let's see what happens if those intermediate objectives aren't met. Continue.

Time	Media	Narration
		Stop the video at break 3.
		f. What do you think happened to stop registration? How many of you have had that frustrating experience? Let's look at another scenario. Continue. End of tape.
		g. Despite many struggles, Karen has been able to achieve her vocational goal. 1) Which problems do you identify with? (Participants should respond.) 2) Before you viewed this tape, were you aware that counselors need to see grades? Comments? I think we all can identify in some ways with Karen and the problems she encountered. We **all** can help reinforce the communication process and work more effectively together.
		h. Our next module will provide an opportunity for a new initiative—a collaborative effort between your institution and our VR counselors.
0:30		C. END Module B.

Individualized Written Rehabilitation Plan

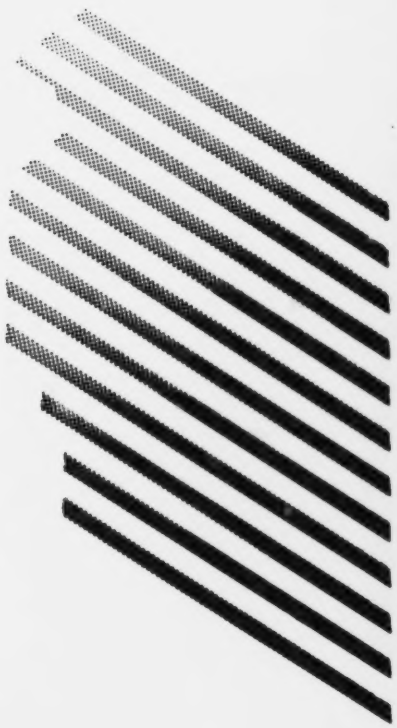
An IWRP includes:

- Basis for client eligibility
- Client's vocational goal
- Reasons for choice of goal
- Intermediate objectives and services being provided to obtain that goal
- Statements of responsibility of client and agency
- Statement of client's views



- Billing
- Student's choice of major or change of major
- Poor grades
- Lack of communication
- Sudden, serious personal problem, illness, depression, decision to leave school
- Finances

Potential Problem Areas



T-B-2

CONNECTIONS 1988

Directions: The trainers will need to preview the "IWRP" videotape program and fill in their state IWRP using the data for Karen, the character in the case study. Copies should be made for all participants.

INSERT YOUR STATE IWRP FORM HERE

Narrator
How does the rehabilitation process work? What purpose does the Individualized Written Rehabilitation Plan or IWRP serve? In this program, you'll move through the process with an average deaf student or client, and we'll examine the IWRP's function and its impact on the rehabilitation process. As we follow Karen, who soon will graduate from high school, we'll see her in several encounters that illustrate the rehabilitation process and the areas that can be reinforced to ensure a smooth transition through that process. Let's join Karen now, as she visits with a friend who just returned from college on spring vacation.

Karen
Tell me, how's college?

Karen's friend
I was nervous at first, because it was the first time I was away from my home and parents. But I've got a nice roommate and there are lots of cute guys. I'm studying social work,and I really like it. Have you ever thought about going to college?

Karen
Me? No—I mean—I don't think I could leave my friends and family. And I don't know what I'd study...

Friend
I felt the same way. I was nervous, too, until I found out about Vocational Rehabilitation. Do you know about V.R.?

Karen
Well, I've heard of it, but I don't know...

Friend
It's really a great program for people with disabilities who want education, or training, or help in making career decisions. They've given me tests so I can see what my strengths are. They also help me understand myself better.

Karen
I *would* like a college education—maybe VR could help me, too. But what should I do to get started?

Friend
You can start by going to see your high school counselor.

Narrator
As you can see, going to college is not always an easy decision to make. Karen went to her high school guidance counselor and was later referred to a local VR office. That's where the rehabilitation process begins. Before we go any further, I will outline the process in brief. The first step is referral—which can happen in many different ways. Referrals can come from doctors, high school counselors, private or public social service agencies, a friend or relative. It's also possible for clients to refer themselves to the VR office. Let's look in on Karen, as her VR counselor explains the eligibility requirements.

Karen
Hi. I came to see you because my high school guidance counselor said you'd help me learn more about vocational rehabilitation. She told me that if I qualify, VR can help me get an education or training, and then help me find a job when I'm done.

VR Counselor
Yes, that's part of what we do. Let's go to my office so I can explain more about our program. First, I'll tell you about the three major points that can qualify you for rehabilitation support. A documented mental or physical disability would be one. A substantial barrier to employment due to the disability is another. And last, a reasonable expectation that the rehabilitation program will benefit the participant—in other words, help you get a job.

Narrator
Karen, our model client, has gone through a series of tests known as a diagnostic vocational evaluation or assessment. This part of the evaluation process determines eligibility for services. Our counselor is specially trained to communicate effectively and understand the implications of hearing loss. The VR counselor and Karen will work together in the planning stage to collect all the information available about Karen, so they can begin the decision-making stage of the process. The evaluation provides the data base of information from which decisions are made. Sources within that data base can include interest inventory results, psychological testing, audiological history, ophthalmological screening for retinitis pigmentosa, a general medical exam, achievement testing, vocational training in high school, work-study work samples, and grades from high school or a teacher's recommendation.

Next, the critical VR form is filled out: the IWRP or Individualized Written Rehabilitation Plan. This plan is essential to the rehabilitation process. It's the document that identifies the client's vocational goal, the services provided to reach that goal, and the expected date of program completion. But the document itself is secondary compared to the actual career development that the client receives.

Once the plan has been written, which may take several meetings between counselor and client, the client is ready to apply for entry into a training program. Once in the program, it's up to the client to communicate with the counselor and work hard to make his or her goals a reality. Near completion of the program, the client receives assistance in job-seeking strategies . When training and the IWRP objectives are complete, the client is "job ready." After placement, the counselor is responsible for monitoring the client. That can take a

minimum of 60 days, or in some cases much longer, with the counselor talking with the employer, helping with the orientation to the workplace, and supplying interpreters when that's necessary to ensure satisfactory employment. If so, the case is closed. Now let's go back to the beginning of the IWRP process.

VR Counselor
According to your test results, it seems you'd be well suited for college.

Karen
I hope so.

VR Counselor
The important thing now is the career choice. You must put down a program on your IWRP that you will follow when you attend school. We can use this diagnostic evaluation to guide us in making a decision about which major is appropriate for you. The last time we talked, you said you were interested in engineering, right?

Karen
Yes, I think I'd like to major in engineering.

VR Counselor
Good. It's important to look ahead to a career and plan accordingly. Do you think you'll come back home after you finish school?

Karen
I think so.

VR Counselor
That's good. I understand that a number of new architectural companies are opening in this area.

Karen
Maybe I can find a job with one of them.

VR Counselor
Possibly. Our main concern is that you use the training you get from school. We don't want you to come home and find that there are no jobs in your field.

Karen
I understand that. I've been looking at this catalog. Do you think I could handle a program in this college?

VR Counselor
Your test scores and high school grades indicate an ability to succeed in almost any program.

Karen
That makes me feel good. But once I get there, suppose I don't like the program I choose? Do I have to stay in it?

VR Counselor
No, but you'd need to discuss it with me before you could make any

changes. You have to send me a copy of your grades at the end of each term. If you want to switch your major, you need to contact me so we can discuss your reasons. If you don't contact me, you could endanger your VR support. All it takes to change your major is an amendment to your IWRP. Do you have any other questions?

Karen
No, I don't think so.

VR Counselor
Let's get started on the college application and financial aid form.

break for discussion

Narrator
Most VR clients are unsure about college. The counselor uses a comprehensive evaluation sheet that includes a vocational analysis to determine a profile of the clients' abilities. Communication with the clients at this stage is very important because the clients must understand their obligation to be a part of the reporting process.

Let's follow Karen further on in her rehabilitation process. She's now at the school of her choice, and she's meeting with her student advisor. An interpreter is present to facilitate the exchange.

Academic Advisor
According to your records, you're interested in the civil technology program.

Karen
Yes, that's what my counselor and I decided would be best for me, based on my VR evaluation.

Academic Advisor
Based on your high school record, that's a good choice. You do well in math and science. It's your responsibility to make sure you report your grades and any changes in your program to your VR counselor. Did she tell you that to make a change in your program, you must have a good reason and and that you must make an amendment to your IWRP?

Karen
I understand that.

Academic Advisor
You also need to keep in touch with your VR counselor on a regular basis, not only to report your grades, but also to let her know of any questions or problems you have about the VR process. I'm here to answer your questions, but it's your responsibility to let me know when you need help. Believe me, it pays to stay in touch. If your grades should fall below a "C" average, your VR support would be jeopardized. If you let me know before it's too late, I can assist you and VR will pay for remedial help. Keep in touch with your VR counselor and let her know about your grades at the end of every term. Is there anything I can help you with in your curriculum?

Karen
Yes, there are so many course choices I have to make. Which ones do you think would be best?

Academic Advisor
Let's look in this book. For your major, you'll need to take...

break for discussion

Narrator
The advisor's reinforcement of VR policy is critical to successful program completion. It helps a great deal if students are reminded of their responsibility at critical periods in the process, for example, at the end-of-term grade report time. If the student drops out or is put on probation, it's not the school's but the student's job to inform the VR office. Now let's return to Karen's college experience. In this next scene, she's talking to a clerk in the registrar's office.

Clerk
Do you have your VR voucher?

Karen
My counselor should have sent it in.

Clerk
It doesn't show up on my screen, and you need the voucher to register.

Karen
Could you check again? It has to be there.

Clerk
I checked the only place it could be. Maybe you'd better talk to your counselor. Next.

break for discussion

Scene Change

Friend
What's wrong?

Karen
She says I can't get my grades until I pay my bill. I don't understand it because VR was supposed to take care of that.

Friend
They should. Maybe you need to send her something. Did you send her your report card?

Karen
Yes, I did.

Friend
Did you send her the financial aid report like the Pell Grant?

Karen
That's it.

Friend
That's good. She needs that information.

Karen
Yes, I know exactly where it is. Thanks.

Narrator
Karen meant well and had taken care of everything but the mailing of her financial aid report. Unfortunately, missing that one step can be serious and can cause the whole process to break down. It's the client's responsibility to take care of the report, because the school considers that information as confidential. In spite of the snags early in Karen's school career, she's now ready to look for a job. First, she needs to get the word out that she's qualified, and she needs to begin her job search. Let's join Karen and the VR counselor as they discuss her options and the strategy for finding a position in her field of study.

Karen
Do you think I should add the co-op job I had with the County Corps of Engineers?

VR Counselor
Was that a good experience? Good. Do you think you could put down your supervisor as a reference?

Karen
He said I could.

VR Counselor
What have you done about job leads?

Karen
I've been coming here to the VR Job Club. They've helped me find some leads.

VR Counselor
That's terrific. It sounds as if you're making progress.

Karen
I think I am.

VR Counselor
I thought you might be interested in some of the job leads I've found.

Narrator
As you can see, Karen has come a long way from the initial determination of goals to the final achievement—a satisfying job. That, after all, is the purpose of the Vocational Rehabilitation Program. The school advisor can be an important part of making that dream a reality. The best way to do that is through fostering constant commu-

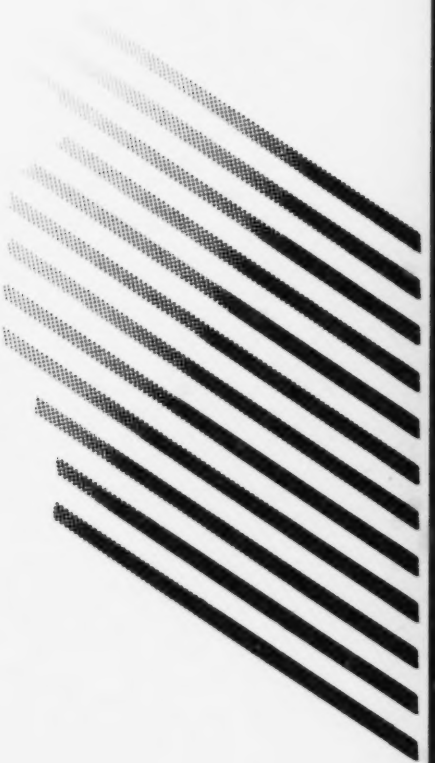
nication, and aiding the student to get through the sometimes frightening and confusing system we all take for granted. Having completed the IWRP is something of which everyone can be proud. So congratulations to Karen's counselor, her advisor, and most of all, to Karen herself—for all the diligence it took to meet the challenge of a new life and career.

Module C: Problem Identification and Collaborative Planning

Media

T-C-1	Problem Solving Model
T-C-2	Skills and Principles
T-C-3	Collaborative Planning Form
HO-C-1	Collaborative Planning Form
HO-C-2	Commitment Scale
HO-C-3	Workshop Evaluation Form
	Red and blue yarn, cut into 5-6 (3 pieces per participant)*
	Chalkboard or newsprint*

* Trainers must provide. Not included in kit.



Module **C**:
Problem Identification and Collaborative Planning

Time	Media	Narration
0:00		A. Introduction Review the topics covered: Module A: VR process, Module B: IWRP. **Re-introduce** participants, emphasizing their official roles.
	Yarn: 5-ft. strands of blue and red	B. Communication web Ask participants to stand in the front of the room.* 1. Separate VR and postsecondary groups. 2. Give each person 3 strands of yarn (red for postsecondary, blue for VR counselors) with instructions to hold one end and give the other end to *one of* the three persons with whom they tend to communicate most. Repeat with other two strands. Trainers should be included. 3. The result should be a communication web. **Ask**, "Who has the most yarn? Why?"
	Chalkboard or newsprint	C. Problem identifcation 1. **Ask** if there are any "themes" of conversation that the strands represent. List themes on the board or newsprint. 2. **Ask** participants to identify themes that relate to problems they have had with VR. Typical themes and problems include: How much VR support are students eligible for?, Why does a 2-year program require 3 years?, and Why can't students' grades be sent to VR counselors? At least two problems should be identified.
0:15	T-C-1	D. Problem-solving model (Earley/Rutledge) 1. Show Transparency T-C-1. 2. The most significant steps are the two introductory steps and step #1. • acknowledging the problem • deciding to solve it • defining the problem
	T-C-2	3. Show the problem-solving principles and discuss them using Transparency T-C-2.

* Care must be taken to place the interpreter so deaf participants can see the interpreter during this activity.

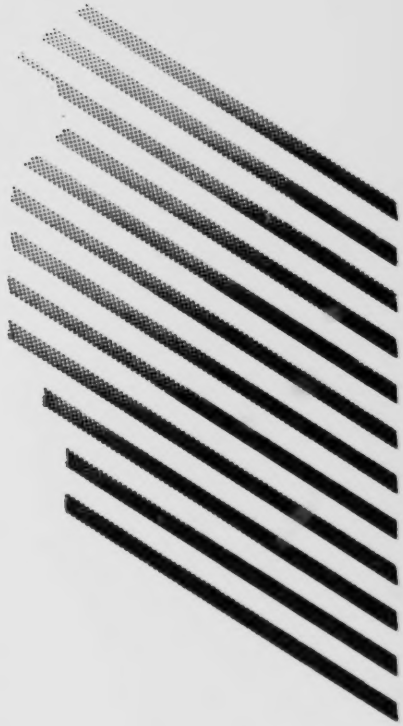
Time	Media	Narration
0:25		E. Collaborative Plan
	HO-C-1 T-C-3	1. Distribute the Collaborative Planning Form, (HO-C-1), and project Transparency T-C-3.
		2. Divide the group into 2 or 3 smaller groups depending on the number of problems identified in Step C-2. Assign one problem per group.
		3. Allow about ½ hour to complete the form.
		4. Report plans to other participants. **Trainer should collect forms from each group.** Inform participants that copies of their plan will be mailed to them for their subsequent action.
		F. Commitment/Evaluation
		1. Inform participants that their plans and follow-up activities will be monitored with interest by the CSAVR Standing Committee on Services for Individuals with Hearing Impairments. After three months, they will receive a Follow-up Evaluation Form to assess whether the collaborative plans are being implemented.
		2. Applaud the interpreter, site coordinator, and any sponsors who are present.
	HO-C-2 HO-C-3	3. Distribute the Team Commitment Scale HO-C-2 and Participant Evaluation Form HO-C-3 and ask participants to complete them. Collect the completed forms.
1:15		G. Adjourn

Introductory steps:

- Acknowledge problem
- Decide to solve it

1. Define problem
2. Decide how to attack it
3. Generate alternatives
4. Test alternatives for reality
5. Choose an alternative
6. Plan for action
7. Implement plan
8. Evaluate
9. Next steps

9 Step Problem-Solving Model (Earley/Rutledge)



T-C-1

CONNECTIONS 1988

Gathering Information

- Listen actively
- Identify/Use sources of information

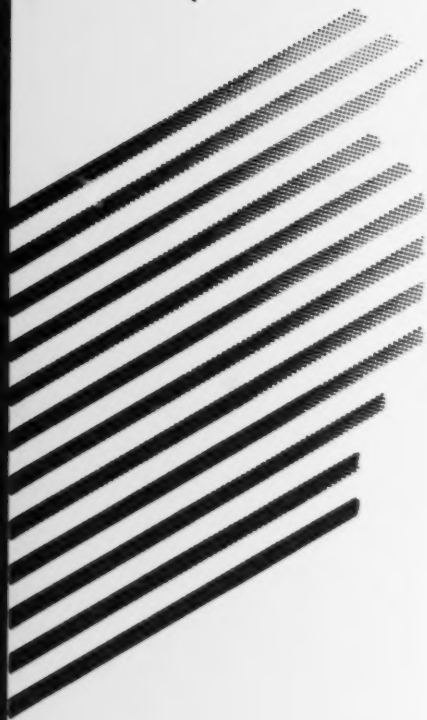
Analyzing Information/Situation

- Compare notes
- Compare with past experience

Remaining Flexible

- Stay open-minded
- Don't prejudge
- Try different approaches
- Avoid unnecessary constraints

Problem-Solving Skills/Principles



T-C-2

CONNECTIONS 1988

Directions: State your problem in the space provided.

PROBLEM: _____

_____

Document the specific action you will take to address the problem, the resources you will need, and when you expect to be able to finish that step.

Task/Activity	Timelines	Resources (equipment, services, personnel, travel, admin. support)
1.		
2.		
3.		
4.		

_____

CONNECTIONS

Collaborative Planning Form

C-5

HO-C-1
CONNECTIONS 1988
T-C-3

Commitment Scale

Please document your commitment to each of the following by placing an "X" on the scale:

	Totally Disagree				Totally Agree
1. I have accepted responsibility for developing and implementing the collaborative plan.	1	2	3	4	5
2. I have a clear perception of the roles of people in the VR process.	1	2	3	4	5
3. I will collaborate with home, school, community-industry, vocational rehabilitation.	1	2	3	4	5
4. I will use a systematic step-by-step planning/implementation process and document all outcomes.	1	2	3	4	5
5. I will recognize and will plan ways to overcome resistance to the plan.	1	2	3	4	5
6. Other commitments? (Please write in your own statements and rate your commitment.)	1	2	3	4	5

7. How committed do you feel to implementing your action plan?
   - ☐ strongly committed
   - ☐ moderately committed
   - ☐ a little committed
   - ☐ not committed

8. How successful do you think you will actually be in implementing your action plan, given the constraints under which you work?
   - ☐ completely successful
   - ☐ mostly successful
   - ☐ moderately successful
   - ☐ a little successful
   - ☐ not successful

9. Comments regarding commitment: _____

_____

_____

_____

_____

CONNECTIONS

Participant Evaluation Form

I. Please answer the following questions about yourself.

Do you work in:
- ☐ administration
- ☐ admissions
- ☐ billing/bursar
- ☐ counseling
- ☐ other (specify) _____

Are you employed in:
- ☐ postsecondary education
- ☐ vocational rehabilitation
- ☐ other (specify) _____

Approximately how many deaf students do you have contact with each year?

- ☐ none
- ☐ 1
- ☐ 2 - 5
- ☐ 6 - 9
- ☐ 10 - 49
- ☐ 50 or more

In what capacity do you have contact with deaf students? e.g. teach, advise, etc.

_____

_____

_____

II. Please answer the questions below about "Connections: Vocational Rehabilitation Training Package."

Did the training provide you with a working knowledge of the vocational rehabilitation system?
- ☐ more than adequate working knowledge
- ☐ adequate working knowledge
- ☐ inadequate working knowledge

How effective was the presenter's style for delivering the training?
- ☐ very effective
- ☐ moderately effective
- ☐ somewhat ineffective
- ☐ very ineffective

Were the facilities in which the training was held adequate and comfortable?
- ☐ very adequate
- ☐ mostly adequate
- ☐ somewhat inadequate
- ☐ very inadequate
- ☐ very comfortable
- ☐ moderately comfortable
- ☐ somewhat uncomfortable
- ☐ very uncomfortable

Overall, how useful was the training for you?
- ☐ very useful
- ☐ moderately useful
- ☐ a little useful
- ☐ not useful

continued on next page

Please evaluate the components of the training package by placing a circle around the number that indicates your response in the following table:

5 = EXCELLENT, 1 = POOR

	Clarity	Usefulness	Technical Quality	Organization	Interest	Readability/ Viewability
Handouts: case study	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
readings	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Videotapes: #1 Intro	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
#2 IWRP	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Trainer-led presentation/discussion	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	NA*
Overheads	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Yarn Activity	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	NA*
Action plan worksheet	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Commitment scale	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

*NA = not applicable

What three things did you like most about the training materials and presentation?

_____

_____

_____

What three improvements would you make in the training materials and presentation?

_____

_____

_____

Was anything omitted or overlooked in the training?

_____

_____

_____

Based on the training and your past work experience, what changes are needed in your organization's policies regarding vocational rehabilitation?

_____

_____

_____

Other comments?

_____

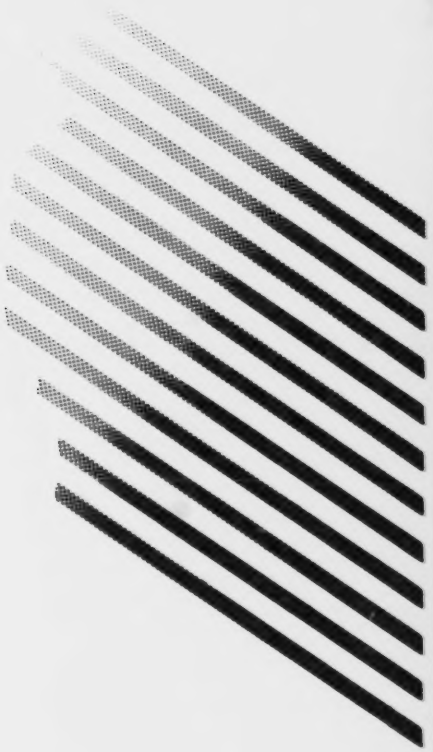
_____

_____

Page 2

Training Materials

- Trainer Report Form (3 pages)
- Follow-up Evaluation (1 page)
- Transparency Masters (10 pages)
- Handout Masters (23 pages)
- VR Statement Cards



CONNECTIONS

Trainer Report Form

Name _____ Date _____

Training Site _____ Training Date _____

Your Employer _____

Your Job Title _____

Address _____

Telephone Number _____

Number of participants? _____ Number of observers? _____

Please list the organizations or departments (if they are all from one institute) represented by your participants

_____

_____

_____

_____

_____

_____

How many of your participants were from

_____ administration

_____ admissions

_____ billing/bursar

_____ counseling

_____ other (specify) _____

_____

Overall, how interested were most participants in the training?

- ☐ very interested
- ☐ somewhat interested
- ☐ somewhat bored
- ☐ very bored

How much time did you spend preparing for the training?

- ☐ less than 1 hour
- ☐ 1 - 2 hours
- ☐ 2 - 3 hours
- ☐ 3 - 4 hours
- ☐ 5 or more hours

Were the materials in the package appropriate for your audience?

☐ yes ☐ no

Were the facilities for your training adequate and comfortable?

☐ yes ☐ no

If no, explain _____

continued on next page

Trainer Report Form (continued)

Were the materials in the training package complete? ☐ yes ☐ no

If not, what should be added? _____

How useful did the information seem to be to the audience?

☐ very useful
☐ mostly useful
☐ a little useful
☐ not useful

How committed were participants to implementing the training?

☐ entirely committed
☐ mostly committed
☐ somewhat committed
☐ not committed

Did you follow the prescribed script or add your own narration?)

☐ followed script almost completely
☐ 75% of script followed (approximately)
☐ 50% of script followed (approximately)
☐ 25% of script followed (approximately)
☐ improvised own narration almost completely

If you added your own narration or made changes in content, what topics did you cover and what techniques did you use? (Please specify pages in the Trainer's Manual where you made changes and explain in detail what you did)

_____

_____

_____

_____

_____

_____

What changes did you make in the training media (overhead transparencies or handouts) materials (if any)?

_____

_____

_____

_____

Did you use the videotapes as specified in the Trainer's Manual? If not, what changes did you make and why?

_____

_____

_____

_____

Did you encounter any problems during the training? If so, how did you handle them?

_____

_____

_____

_____

continued on next page

Trainer Report Form (continued)

Please evaluate the components of the training package by placing a circle around the number that indicates your **response** in the following table:

5 = EXCELLENT, 1 = POOR

	Clarity	Usefulness	Technical Quality	Organization	Interest	Readability/ Viewability
Handouts: case study	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
readings	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Videotapes: #1 Intro.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
#2 IWRP	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Presentation	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Script	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Overheads	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Yarn Activity	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Action plan worksheet	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Commitment scale	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

What three things did you like most about the training package?

_____

_____

_____

What three improvements would you make in the training package?

_____

_____

_____

How would you rate the quality of the training materials?

- ☐ excellent
- ☐ very good
- ☐ good
- ☐ fair
- ☐ poor

How would you rate the quality of your training presentation?

- ☐ excellent
- ☐ very good
- ☐ good
- ☐ fair
- ☐ poor

What feedback did you receive from participants?

_____

_____

_____

The *Trainer Report Form* should be completed at the time of the workshop and mailed with participant data to:

Nancy Carr
New York State Education Department
Office of Vocational Rehabilitation
Room 1912
One Commerce Plaza
Albany, NY 12234 (518) 474-1729

PLEASE ATTACH A SUMMARY OF THE ACTION PLAN(S) PREPARED DURING YOUR TRAINING.

Page 3

CONNECTIONS

Follow-up Evaluation Questionnaire

Name _____ Date _____

Employer _____

Job Title _____

Where did you receive training? _____

Who presented your training? _____

Which topics covered during the training have proven to be most useful to you?

_____

_____

_____

_____

Have you shared any of the training information or materials with others? _____

If so, with whom? _____

Which materials did you share? _____

_____

_____

At the conclusion of training, participants prepared a collaborative plan for implementing the training. Which steps or items were you able to implement?

_____

_____

_____

_____

Which steps or items in the collaborative plan were you unable to implement? Why?

_____

_____

_____

_____

What impact, if any, has the training had on you or the hearing-impaired students you serve?

_____

_____

_____

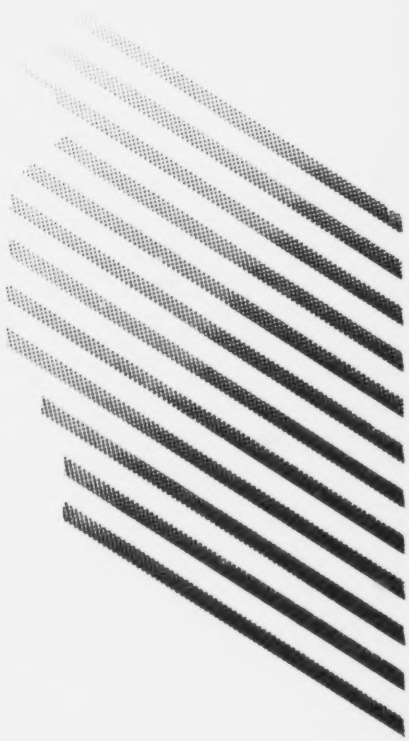
_____

Transparency Masters

Participants will --

- Define the outcome of the rehabilitation process as successful placement.
- List the steps in the IWRP that are related to the postsecondary experiences of their deaf students who are rehabilitation clients.
- Develop plans for maintaining contact needed to facilitate the successful transition of deaf students into college and the world of work.
- Commit to developing a long-term cooperative working agreement between state vocational rehabilitation and the postsecondary institution.

Goals

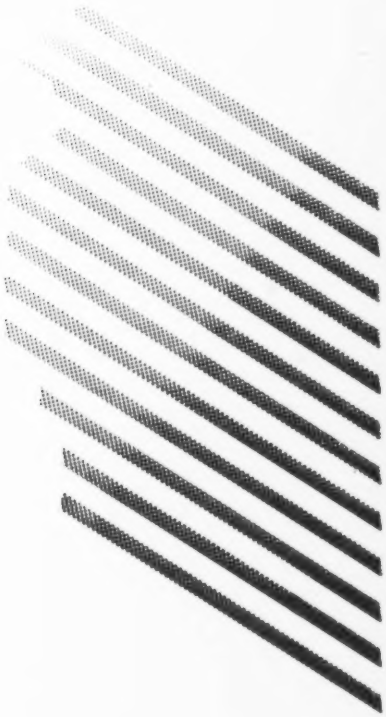


Background and Philosophy of Vocational Rehabilitation

- 1920: Civilian vocational rehabilitation begun
  - statistics used for evaluation
  - tracking systems developed
- 1950: Mary Switzer, mother of vocational rehabilitation
- 1973: More severely handicapped people
  - IWRP
  - independent living services
  - Section 504
- 1986: Amendments
  - supported employment
  - statewide needs assessment

- a documented mental or physical disability
- the disability creates a substantial barrier to employment
- reasonable expectation that the rehabilitation program will result in a benefit to the participant, namely employment

Eligibility for Vocational Rehabilitation Services

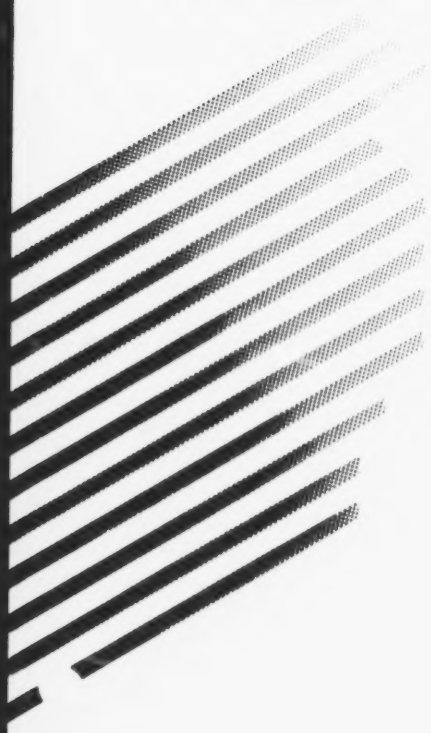


T-A-3

CONNECTIONS 1988

- to foster economic self-sufficiency
- successful placement, not just completing a degree

Goal of Vocational Rehabilitation



T-A-4

CONNECTIONS 1988

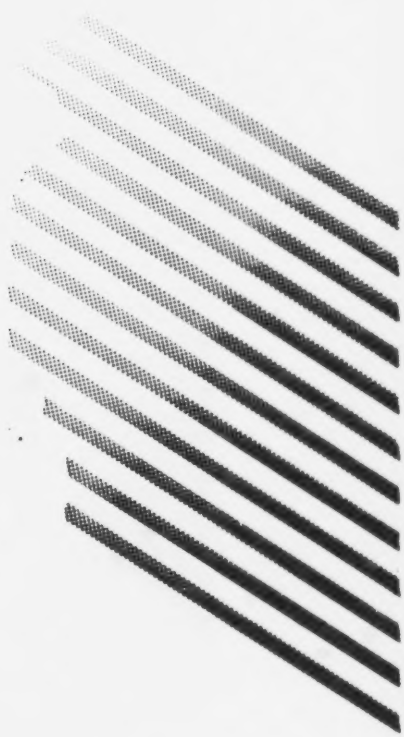
Individualized Written Rehabilitation Plan

An IWRP includes:

- Basis for client eligibility
- Client's vocational goal
- Reasons for choice of goal
- Intermediate objectives and services being provided to obtain that goal
- Statements of responsibility of client and agency
- Statement of client's views

- Billing
- Student's choice of major or change of major
- Poor grades
- Lack of communication
- Sudden, serious personal problem, illness, depression, decision to leave school
- Finances

Potential Problem Areas

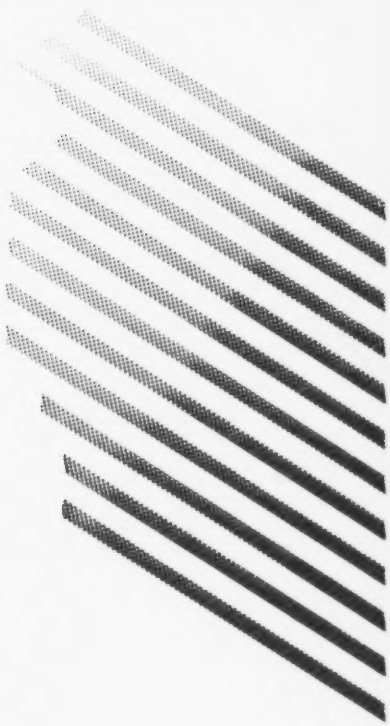


Introductory steps:

- Acknowledge problem
- Decide to solve it

1. Define problem
2. Decide how to attack it
3. Generate alternatives
4. Test alternatives for reality
5. Choose an alternative
6. Plan for action
7. Implement plan
8. Evaluate
9. Next steps

9 Step Problem-Solving Model (Earley/Rutledge)



Problem-Solving Skills/Principles

Gathering Information

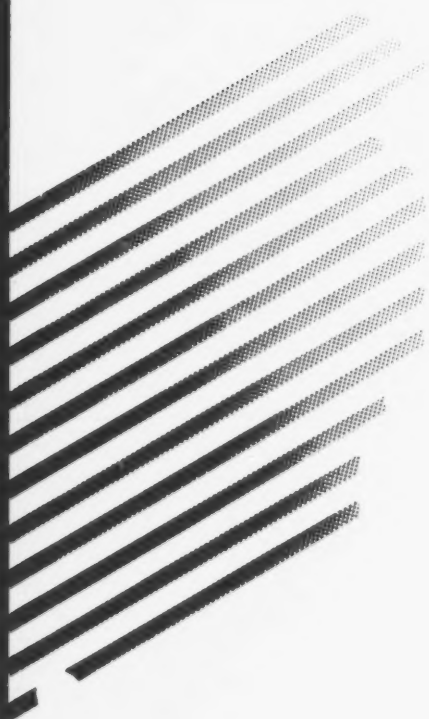
- Listen actively
- Identify/Use sources of information

Analyzing Information/Situation

- Compare notes
- Compare with past experience

Remaining Flexible

- Stay open-minded
- Don't prejudge
- Try different approaches
- Avoid unnecessary constraints



T-C-2

CONNECTIONS 1988

Handout Masters

Participant Registration Form

Please answer the following questions and submit this form to the trainer at the beginning of training.

Name_____ Date_____

Employer _____

Job Title _____

Address _____

Telephone Number _____

What kind of contact do you have with deaf students who attend your institution?

_____

_____

_____

What would you most like to get out of this training?

_____

_____

_____

Do you have any specific questions?

_____

_____

_____

Comments _____

_____

_____

_____

Narrator:
In 1918, America was welcoming back from World War I its wounded and disabled soldiers. Realizing the need to integrate these veterans back into the workplace, Congress enacted the Soldier Rehabilitation Act, which established the concept of publicly funded vocational rehabilitation. Over the years, the process was expanded to include rehabilitation for civilians with physical disabilities, services for people with mental handicaps and provisions for physical restoration including surgery and hospitalization.

Despite new amendments and the expanding role of the Office of Vocational Rehabilitation, many programs were not realizing their potential and clients suffered in the slow pace of federal bureaucracy. The appointment of Mary Switzer as OVR Director in 1950 was a turning point for the young federal agency.

For years a tireless proponent of Vocational Rehabilitation programs, as well as an inspired administrator, Switzer re-dedicated herself to the rehabilitation cause and continued to press lawmakers for an ever-broadening approach to rehabilitation. In 1954, a significant victory occurred when President Eisenhower authorized establishment of work centers, sheltered workshops, and support to private rehabilitation facilities. This renewed support spurred enduring changes in Vocational Rehabilitation programs, lasting throughout the fifties and sixties. In the seventies, some revolutionary changes took place.

Duncan:
We provided an individualized written plan for each of these individuals. We provided a new Title V which provided for protection of their civil rights and prevented discrimination against disabled people by agencies receiving federal money. We tried to provide a mechanism for helping those individuals who did not fit into the work opportunity program by providing for a program of independent living. This was any kind of service, be it attendant care, educational, or whatever—anything that would allow these people to be as independent as they possibly could be. We now know that people with very severe disabilities, if given additional support, can be productive citizens.

Narrator:
The creation of the Rehabilitation Services Administration in 1979 continued the evolution of enhanced services.

Duncan:
In 1979, we created the Rehabilitation Services Administration, the head of which was appointed by the President and confirmed by the Senate. We created a National Council on the Handicapped and also the Architectural Barriers and Transportation Board. In 1986, the next big move was that we added a new Title which dealt with supported employment.

Narrator:
An evolution also occurred in the funding of rehabilitation programs. State governments were given more autonomy and responsibility for their own residents. A formula was created for the sharing of funds between state and federal governments based on the state's population and the per capita income of its residents.

Melton:
Vocational Rehabilitation is a strong, unique state/federal partnership. It must be this way. As a partner, both the federal government and the Congress have a responsibility to assist in funding the Vocational Rehabilitation program. The state executive branch, as well as the state legislature also has a very strong responsibility for providing funding and resources for the program. So if this program is to be what I think it was conceptualized to be from the beginning—a very strong state/federal partnership—then this advocacy and this awareness must be maintained at both the state and the federal levels.

Narrator:
This cooperation between and among states and the federal government is exemplified by a group of 82 top officers from the state rehabilitation agencies who form the Council of State Administrators of Vocational Rehabilitation, or CSAVR.

Owens:
As members of CSAVR, they come together to discuss with each other their experiences in service delivery in the states and in the local communities—the problems they are encountering and the good programs that they may have. Then by coming together in this CSAVR forum, they develop policies and strategies to impact upon the national rehabilitation program.

Narrator:
Successful employment and economic self-sufficiency are the ultimate goals of the Vocational Rehabilitation program. There is no age limit for application of V.R. services. However, states may establish financial and economic need for some services. Many services such as evaluation, counseling and guidance, referral services and placement require no proof of need. To be determined eligible for V.R. services, an individual must be assessed carefully to determine if their disabilities will provide a significant barrier to successful

employment. Not only must the disabilities be documented, but diagnostic tests must determine if the individuals will benefit from the training in a manner that will effectively prepare them for employment.

Baumann:
Once clients are found eligible for services, counselors can work with them on developing realistic and measurable vocational objectives. The ultimate goal is to prepare the client for employment. The document used to specify the services to be provided to the client by the Vocational Rehabilitation Agency is the I.W.R.P., or the Individualized Written Rehabilitation Plan. The document also measures the client's progress toward the goal and outlines the client's responsibilities.

Narrator:
The I.W.R.P. is a document that the counselor and client develop and mold together. It provides the foundation for vocational counseling and training and clearly outlines the approach that clients will use to achieve their objectives.

Kemp:
Sometimes it's difficult for people to understand the rehabilitation program because it's not an institution or a building. Many times it's services that can be purchased by the rehabilitation counselor from a myriad of organizations. We can, as a counselor, purchase services from a college or a university, from a vocational/technical school, from a comprehensive rehabilitation center, and from many places including business and industry. We can go into an industry, identify a job, for example, if we have a client to work in that particular area, and then provide on-the-job training where that person is trained to do the job, working for a trial work period.

Hurwitz:
College is one of many important options that are available to V.R. clients. Clients who have the potential to go to college should be encouraged to go to college because when they go to college they will be able to get good training. They will get a good education and be better prepared for the kinds of jobs that they want to aspire to in the future. We did a study of our graduates. We found that students who went to college and completed their education are more apt to earn better salaries than those who did not go to college or went to college and withdrew from school.

Narrator:
Clearly, the progression of rehabilitation legislation over the years has improved life for millions of disabled Americans. Individuals with disabilities now have the means to establish economic self-sufficiency and a meaningful place in their community. This continues to be the mission of rehabilitation professionals nationwide.

The Vocational Rehabilitation System

Edited by Lori Baer

Publicly funded vocational rehabilitation came into being after World War I with the Soldier Rehabilitation Act (Public Law 65-178) of 1918, but vocational rehabilitation services for civilian disabled workers were not authorized until the Rehabilitation Act of 1920 (Public Law 236), commonly known as the Fess-Smith Act. Services included job training, counseling, prosthetics, and job placement. Because the law did not include medical rehabilitation services to reduce or eliminate limitations imposed by disabilities, individuals were trained around their disabilities. Throughout the period of the depression, vocational rehabilitation struggled with temporary legislation, not achieving permanent status until the Social Security Act of 1935. Throughout this era, the focus was on the return of physically disabled individuals to jobs.

For 20 years after World War I, rehabilitation was limited in scope of services, restricted in clientele, and financed with temporary and inadequate funds.

When it became law on July 6, 1943, Public Law 78-113 superseded the act of 1920 (as amended up through 1942) and authorized major amendments to broaden the vocational rehabilitation program. It provided more liberal financing, vastly increased state services to disabled people, and significantly broadened the concept of rehabilitation. For the first time, services were extended to people with mental disabilities and illnesses.

Under this law, the separate state agencies established to serve people with visual impairments first entered the federal-state rehabilitation program. This law also granted equal status with respect to federal grants to all 48 states, Alaska, Hawaii, and Puerto Rico.

The main provisions of the 1943 amendments were:

Financing Provisions

Payments by the federal government to states with approved plans for vocational rehabilitation were authorized for

- the entire expense for vocational rehabilitation of servicemen disabled during wartime duty
- half the expense for vocational rehabilitation of other people with disabilities; the state paying the remaining half
- the entire expense of administration, including guidance and placement services.

Heretofore, program costs had been shared equally by state and federal governments, but from this point, the latter began to accept more of the costs.

New Definition

The 1920 act had limited the meaning of "person disabled" to a person with a physical defect or infirmity. The 1943 law defined "vocational rehabilitation services" as "any services necessary to render a disabled individual fit to engage in a remunerative occupation." By deleting "physical", the new definition made people with mental illnesses and disabilities eligible for services for the first time.

State Services

Previously, services had been limited by

administrative interpretation since the old law had not listed services. Now, federal funds were authorized for one-half of the expenditures necessary for certain specified rehabilitation services to individuals found to be financially unable to meet the costs involved, provided that they were not eligible for any similar benefit by way of pension, compensation, or insurance. For the first time, medical, surgical, and other physical restoration services were provided.

Under this act, money could be spent only for a specific list of services. These services included

- corrective surgery or therapeutic treatment necessary to correct or substantially modify within a reasonable length of time a static physical condition that constitutes a substantial barrier to employment
- all hospitalization, for up to 90 days, which is necessarily connected with such surgery or treatment
- transportation, occupational licenses, and customary occupational tools and equipment
- prosthetic devices essential to obtaining or retaining employment
- maintenance during training, including the cost of any necessary books and other training materials.

Change in Federal Administration

Administration of all grants was transferred from the Commissioner of Education to the Federal Security Administrator. The Administrator was authorized to make all rules and regulations governing the administration of this act, but could delegate to any U.S. officer or employee such powers and duties as were necessary to carry out the purposes of Public Law 78-113.

Exercising his authority to delegate powers and duties, the Federal Security Administrator established the Office of Vocational Rehabilitation on September 8, 1943. In an effort to insure better program planning in each state, this office established eight regional offices, organized state and national advisory rehabilitation councils, and organized professional advisory committees.

State Plans

In order to qualify for federal aid, each state was required to submit a plan for vocational rehabilitation and have it approved by the Federal Security Administrator. Public Law 78-113 lists 10 conditions which must be met before a state plan can be approved.

The first condition required that the state Board of Vocational Education be designated as the sole agency for the administration, supervision, and control of the state plan. However, this provision made an important exception when it authorized the vocational rehabilitation programs for blind clients to continue their own administration and yet be eligible for federal support. For the first time, separate state agencies serving blind clients entered the federal/state program.

Facilities and Services for State Boards

To facilitate the operation of state plans, the Federal Security Administrator was authorized to furnish on a cost basis special facilities and services as needed by two or more state boards. He also was authorized to establish facilities, providing that the costs of establishing such facilities and of furnishing such services were to be considered as expenditures under their state plans. These expenditures were to be paid by deducting an amount equal to such costs from the planned federal payments to these states.

The effect of this provision was to permit two or more states to jointly request aid in establishing the rehabilitation facilities they needed. First authorized under Public Law 78-113, the provision was especially intended to help the smaller states.

On August 3, 1954, when President Eisenhower signed Public Law 83-565, he initiated a new era in the vocational rehabilitation of men and women with disabilities. Designed to improve and expand the nation's resources for restoring persons with disabilities to productive employment, the law was passed unanimously by both Houses of Congress. It was the first legislation since the Barden-LaFollette Act of 1943 to effect major changes in the state-federal vocational rehabilitation program.

Retaining the basic patterns of services for disabled persons, the 1954 revisions added sweeping changes in financing provisions and professional training and in expanding service resources. This law provided the base for a major thrust aimed at more closely aligning the number of people rehabilitated annually and the number in need of rehabilitation. In fact, the 1954 amendments included modernized provisions, such as authority for research, demonstration, and training activities, which were added to other federal grants-in-aid statutes throughout the decade

following its passage.

The main changes made by the 1954 amendments were:

Financing Provisions
The state's share under this act was determined by a formula that took into account the individual state's population and per capita income. The object was to give greater financial support to states with relatively large populations and small per capita income, calling for these states to pay smaller portions of the total cost of the state vocational rehabilitation program than states with larger financial incomes. The federal share varied from 50 to 70 percent, with the national average being about three federal dollars to two state dollars invested in vocational rehabilitation.

Extension and Improvement Project Grants to States
A new system of project grants to state agencies provided federal financial support at more favorable rates to induce states
- to develop new aspects of their programs (improvement grants)
- to extend their services (extension grants) to disability groups and geographic areas previously reached inadequately or not at all.

Extension and improvement grants provided up to $3 of federal funds for each dollar invested by the state, and continued up to a maximum of three years for each project.

Research and Demonstration
For the first time, grants of federal funds were authorized to encourage and support research into better rehabilitation and to conduct demonstration projects to spread the application of new knowledge to communities across the country. These grants are made to public and private nonprofit organizations such as state rehabilitation agencies, voluntary groups, universities, and rehabilitation facilities.

Training
Grants to support the training of more professional personnel for rehabilitation services include
- long-term training grants to educational institutions and rehabilitation agencies for support of basic or advanced professional training, awarded in the form of teaching grants, or traineeship grants for students selected by the educational institution, or a combination of the two
- short-term grants for training of less than a semester duration; e.g., institutes, workshops, seminars, and other training courses
- inservice training grants to state VR agencies for staff development programs
- rehabilitation research fellowships.

Randolph-Sheppard Vending Stand Program for the Blind
The 1954 amendments included features to strengthen provisions for giving preference to blind persons who operate vending stands on federal and other property.

Rehabilitation Facilities, Centers, and Workshops
The new law also authorized for the first time the use of federal grants-to-states funds for establishment (alteration or expansion) of rehabilitation facilities and workshops.

Further growth was made possible through the Rehabilitation Act of 1965, which was the most important rehabilitation legislation between 1954 and 1973. This Act expanded programs for client services, and included Federal assistance for program planning, equipment, and staffing for rehabilitation facilities and workshops. The 1965 Act also provided financing for further projects and research in rehabilitation. During the 1960's, there was an emphasis on serving clients who experienced mental retardation and illness, a critical factor in promoting the concept of deinstitutionalization for both of these populations. As part of the war on poverty, rehabilitation programs also emphasized services for economically disadvantaged persons with disabilities.

Prior to the enactment of these amendments, certain rehabilitation services could be provided without regard to the individual's ability to pay for them, and certain other services could be provided without cost to the individual only when he was unable to purchase them for himself. The new law eliminated economic

need as a prerequisite for any vocational rehabilitation service, but allows each state to apply such economic need tests for other than diagnostic and related services, counseling, and placement.

The foundation of modern rehabilitation is the Rehabilitation Act of 1973 (Public Law 93-122) and its subsequent amendments. This Act placed a strong emphasis on expanding services to severely handicapped clients. The Act extended the basic grant program and targeted services to people with severe handicapping conditions. The idea of an Individualized Written Rehabilitation Plan (IWRP) became reality, and there was a new focus on consumer involvement and nondiscrimination in hiring people with disabilities. The scope of rehabilitation was also broadened to include independent living services. This new program was designed to meet the needs of individuals whose disabilities were so severe that they lacked the potential for remunerative employment and yet could benefit from services that would enable them to live and function independently.

The 1986 Amendments to the Rehabilitation Act of 1973 provide the current legislative base for delivery of rehabilitation services today and direction for the services that will be provided for the next several years.

The Amendments require the development of plans, policies, and methods to assist in the transition from education to employment-related activities, and authorize grants to help states develop collaborative programs with public and private agencies that will lead to supported employment for persons with severe disabilities. The Amendments also require a comprehensive, statewide assessment of the rehabilitation needs of individuals residing within the state, and the state's response to the assessment.

Eligibility

Services are provided to individuals who have a disability and whose limitations are a substantial barrier to employment. In addition, there must be a reasonable expectation that the services that are available through the vocational rehabilitation program will enable the individual to secure suitable employment. Diagnostic services, including medical, psychological, and vocational assessments to determine an individual's eligibility, are provided without cost to the individual applicants.

Services

Professional vocational rehabilitation counselors help clients select suitable vocational goals. Individualized Written Rehabilitation Plans (IWRP's) then are developed for each client. Staff members next coordinate the various services necessary for clients to reach their goals. In addition to counseling, individuals may be provided with physical restoration services. Training is provided through rehabilitation centers, business and trade schools, colleges, and on-the-job opportunities. In addition, support services such as attendant care, interpreters, and transportation are provided to clients to help them receive basic services needed to prepare for job placement. Job placement and post-employment services, if necessary, are final steps in the rehabilitation process.

References

"Directions for the Future." Discussion paper, New York State Office of Vocational Rehabilitation, March, 1987.

Various untitled internal publications, New York State Office of Vocational Rehabilitation.

Directions: The trainers will need to preview the "IWRP" videotape program and fill in their state IWRP using the data for Karen, the character in the case study. Copies should be made for all participants.

INSERT YOUR STATE IWRP FORM HERE

Video Script 2 **"Individualized Written Rehabilitation Plan"**

Narrator
How does the rehabilitation process work? What purpose does the Individualized Written Rehabilitation Plan or IWRP serve? In this program, you'll move through the process with an average deaf student or client, and we'll examine the IWRP's function and its impact on the rehabilitation process. As we follow Karen, who soon will graduate from high school, we'll see her in several encounters that illustrate the rehabilitation process and the areas that can be reinforced to ensure a smooth transition through that process. Let's join Karen now, as she visits with a friend who just returned from college on spring vacation.

Karen
Tell me, how's college?

Karen's friend
I was nervous at first, because it was the first time I was away from my home and parents. But I've got a nice roommate and there are lots of cute guys. I'm studying social work,and I really like it. Have you ever thought about going to college?

Karen
Me? No—I mean—I don't think I could leave my friends and family. And I don't know what I'd study...

Friend
I felt the same way. I was nervous, too, until I found out about Vocational Rehabilitation. Do you know about V.R.?

Karen
Well, I've heard of it, but I don't know...

Friend
It's really a great program for people with disabilities who want education, or training, or help in making career decisions. They've given me tests so I can see what my strengths are. They also help me understand myself better.

Karen
I *would* like a college education—maybe VR could help me, too. But what should I do to get started?

Friend
You can start by going to see your high school counselor.

Narrator
As you can see, going to college is not always an easy decision to make. Karen went to her high school guidance counselor and was later referred to a local VR office. That's where the rehabilitation process begins. Before we go any further, I will outline the process in brief. The first step is referral—which can happen in many different ways. Referrals can come from doctors, high school counselors, private or public social service agencies, a friend or relative. It's also possible for clients to refer themselves to the VR office. Let's look in on Karen, as her VR counselor explains the eligibility requirements.

Karen
Hi. I came to see you because my high school guidance counselor said you'd help me learn more about vocational rehabilitation. She told me that if I qualify, VR can help me get an education or training, and then help me find a job when I'm done.

VR Counselor
Yes, that's part of what we do. Let's go to my office so I can explain more about our program. First, I'll tell you about the three major points that can qualify you for rehabilitation support. A documented mental or physical disability would be one. A substantial barrier to employment due to the disability is another. And last, a reasonable expectation that the rehabilitation program will benefit the participant—in other words, help you get a job.

Narrator
Karen, our model client, has gone through a series of tests known as a diagnostic vocational evaluation or assessment. This part of the evaluation process determines eligibility for services. Our counselor is specially trained to communicate effectively and understand the implications of hearing loss. The VR counselor and Karen will work together in the planning stage to collect all the information available about Karen, so they can begin the decision-making stage of the process. The evaluation provides the data base of information from which decisions are made. Sources within that data base can include interest inventory results, psychological testing, audiological history, ophthalmological screening for retinitis pigmentosa, a general medical exam, achievement testing, vocational training in high school, work-study work samples, and grades from high school or a teacher's recommendation.

Next, the critical VR form is filled out: the IWRP or Individualized Written Rehabilitation Plan. This plan is essential to the rehabilitation process. It's the document that identifies the client's vocational goal, the services provided to reach that goal, and the expected date of program completion. But the document itself is secondary compared to the actual career development that the client receives.

Once the plan has been written, which may take several meetings between counselor and client, the client is ready to apply for entry into a training program. Once in the program, it's up to the client to communicate with the counselor and work hard to make his or her goals a reality. Near completion of the program, the client receives assistance in job-seeking strategies . When training and the IWRP objectives are complete, the client is "job ready." After placement, the counselor is responsible for monitoring the client. That can take a

minimum of 60 days, or in some cases much longer, with the counselor talking with the employer, helping with the orientation to the workplace, and supplying interpreters when that's necessary to ensure satisfactory employment. If so, the case is closed. Now let's go back to the beginning of the IWRP process.

VR Counselor
According to your test results, it seems you'd be well suited for college.

Karen
I hope so.

VR Counselor
The important thing now is the career choice. You must put down a program on your IWRP that you will follow when you attend school. We can use this diagnostic evaluation to guide us in making a decision about which major is appropriate for you. The last time we talked, you said you were interested in engineering, right?

Karen
Yes, I think I'd like to major in engineering.

VR Counselor
Good. It's important to look ahead to a career and plan accordingly. Do you think you'll come back home after you finish school?

Karen
I think so.

VR Counselor
That's good. I understand that a number of new architectural companies are opening in this area.

Karen
Maybe I can find a job with one of them.

VR Counselor
Possibly. Our main concern is that you use the training you get from school. We don't want you to come home and find that there are no jobs in your field.

Karen
I understand that. I've been looking at this catalog. Do you think I could handle a program in this college?

VR Counselor
Your test scores and high school grades indicate an ability to succeed in almost any program.

Karen
That makes me feel good. But once I get there, suppose I don't like the program I choose? Do I have to stay in it?

VR Counselor
No, but you'd need to discuss it with me before you could make any

changes. You have to send me a copy of your grades at the end of each term. If you want to switch your major, you need to contact me so we can discuss your reasons. If you don't contact me, you could endanger your VR support. All it takes to change your major is an amendment to your IWRP. Do you have any other questions?

Karen
No, I don't think so.

VR Counselor
Let's get started on the college application and financial aid form.

break for discussion

Narrator
Most VR clients are unsure about college. The counselor uses a comprehensive evaluation sheet that includes a vocational analysis to determine a profile of the clients' abilities. Communication with the clients at this stage is very important because the clients must understand their obligation to be a part of the reporting process.

Let's follow Karen further on in her rehabilitation process. She's now at the school of her choice, and she's meeting with her student advisor. An interpreter is present to facilitate the exchange.

Academic Advisor
According to your records, you're interested in the civil technology program.

Karen
Yes, that's what my counselor and I decided would be best for me, based on my VR evaluation.

Academic Advisor
Based on your high school record, that's a good choice. You do well in math and science. It's your responsibility to make sure you report your grades and any changes in your program to your VR counselor. Did she tell you that to make a change in your program, you must have a good reason and and that you must make an amendment to your IWRP?

Karen
I understand that.

Academic Advisor
You also need to keep in touch with your VR counselor on a regular basis, not only to report your grades, but also to let her know of any questions or problems you have about the VR process. I'm here to answer your questions, but it's your responsibility to let me know when you need help. Believe me, it pays to stay in touch. If your grades should fall below a "C" average, your VR support would be jeopardized. If you let me know before it's too late, I can assist you and VR will pay for remedial help. Keep in touch with your VR counselor and let her know about your grades at the end of every term. Is there anything I can help you with in your curriculum?

Karen
Yes, there are so many course choices I have to make. Which ones do you think would be best?

Academic Advisor
Let's look in this book. For your major, you'll need to take...

break for discussion

Narrator
The advisor's reinforcement of VR policy is critical to successful program completion. It helps a great deal if students are reminded of their responsibility at critical periods in the process, for example, at the end-of-term grade report time. If the student drops out or is put on probation, it's not the school's but the student's job to inform the VR office. Now let's return to Karen's college experience. In this next scene, she's talking to a clerk in the registrar's office.

Clerk
Do you have your VR voucher?

Karen
My counselor should have sent it in.

Clerk
It doesn't show up on my screen, and you need the voucher to register.

Karen
Could you check again? It has to be there.

Clerk
I checked the only place it could be. Maybe you'd better talk to your counselor. Next.

break for discussion

Scene Change

Friend
What's wrong?

Karen
She says I can't get my grades until I pay my bill. I don't understand it because VR was supposed to take care of that.

Friend
They should. Maybe you need to send her something. Did you send her your report card?

Karen
Yes, I did.

Friend
Did you send her the financial aid report like the Pell Grant?

Karen
That's it.

Friend
That's good. She needs that information.

Karen
Yes, I know exactly where it is. Thanks.

Narrator
Karen meant well and had taken care of everything but the mailing of her financial aid report. Unfortunately, missing that one step can be serious and can cause the whole process to break down. It's the client's responsibility to take care of the report, because the school considers that information as confidential. In spite of the snags early in Karen's school career, she's now ready to look for a job. First, she needs to get the word out that she's qualified, and she needs to begin her job search. Let's join Karen and the VR counselor as they discuss her options and the strategy for finding a position in her field of study.

Karen
Do you think I should add the co-op job I had with the County Corps of Engineers?

VR Counselor
Was that a good experience? Good. Do you think you could put down your supervisor as a reference?

Karen
He said I could.

VR Counselor
What have you done about job leads?

Karen
I've been coming here to the VR Job Club. They've helped me find some leads.

VR Counselor
That's terrific. It sounds as if you're making progress.

Karen
I think I am.

VR Counselor
I thought you might be interested in some of the job leads I've found.

Narrator
As you can see, Karen has come a long way from the initial determination of goals to the final achievement—a satisfying job. That, after all, is the purpose of the Vocational Rehabilitation Program. The school advisor can be an important part of making that dream a reality. The best way to do that is through fostering constant commu-

nication, and aiding the student to get through the sometimes frightening and confusing system we all take for granted. Having completed the IWRP is something of which everyone can be proud. So congratulations to Karen's counselor, her advisor, and most of all, to Karen herself—for all the diligence it took to meet the challenge of a new life and career.

HO-C-1

CONNECTIONS 1988

Directions: State your problem in the space provided.

PROBLEM: _____

Document the specific action you will take to address the problem, the resources you will need, and when you expect to be able to finish that step.

Task/Activity	Timelines	Resources (equipment, services, personnel, travel, admin. support)
1.		
2.		
3.		
4.		

CONNECTIONS

Collaborative Planning Form

D-32

Collaborative Planning Form

Directions: State your problem in the space provided.

PROBLEM: _____

Document the specific action you will take to address the problem, the resources you will need, and when you expect to be able to finish that step.

Task/Activity	Timelines	Resources (equipment, services, personnel, travel, admin. support)
1.		
2.		
3.		
4.		

Commitment Scale

Please document your commitment to each of the following by placing an "X" on the scale:

	Totally Disagree				Totally Agree
1. I have accepted responsibility for developing and implementing the collaborative plan.	1	2	3	4	5
2. I have a clear perception of the roles of people in the VR process.	1	2	3	4	5
3. I will collaborate with home, school, community-industry, vocational rehabilitation.	1	2	3	4	5
4. I will use a systematic step-by-step planning/implementation process and document all outcomes	1	2	3	4	5
5. I will recognize and will plan ways to overcome resistance to the plan.	1	2	3	4	5
6. Other commitments? (Please write in your own statements and rate your commitment.)	1	2	3	4	5

7. How committed do you feel to implementing your action plan?
   - ☐ strongly committed
   - ☐ moderately committed
   - ☐ a little committed
   - ☐ not committed

8. How successful do you think you will actually be in implementing your action plan, given the constraints under which you work?
   - ☐ completely successful
   - ☐ mostly successful
   - ☐ moderately successful
   - ☐ a little successful
   - ☐ not successful

9. Comments regarding commitment: _____

_____

_____

_____

_____

CONNECTIONS

Participant Evaluation Form

I Please answer the following questions about yourself

Do you work in
- ☐ administration
- ☐ admissions
- ☐ billing/bursar
- ☐ counseling
- ☐ other (specify) _____

Are you employed in
- ☐ postsecondary education
- ☐ vocational rehabilitation
- ☐ other (specify) _____

Approximately how many deaf students do you have contact with each year?

- ☐ none
- ☐ 1
- ☐ 2 - 5
- ☐ 6 - 9
- ☐ 10 - 49
- ☐ 50 or more

In what capacity do you have contact with deaf students? e.g. teach, advise, etc

_____

_____

_____

II Please answer the questions below about "Connections Vocational Rehabilitation Training Package"

Did the training provide you with a working knowledge of the vocational rehabilitation system?
- ☐ more than adequate working knowledge
- ☐ adequate working knowledge
- ☐ inadequate working knowledge

How effective was the presenter's style for delivering the training?
- ☐ very effective
- ☐ moderately effective
- ☐ somewhat ineffective
- ☐ very ineffective

Were the facilities in which the training was held adequate and comfortable?
- ☐ very adequate
- ☐ mostly adequate
- ☐ somewhat inadequate
- ☐ very inadequate
- ☐ very comfortable
- ☐ moderately comfortable
- ☐ somewhat uncomfortable
- ☐ very uncomfortable

Overall, how useful was the training for you?
- ☐ very useful
- ☐ moderately useful
- ☐ a little useful
- ☐ not useful

continued on next page

Please evaluate the components of the training package by placing a circle around the number that indicates your response in the following table.

5 = EXCELLENT, 1 = POOR

	Clarity	Usefulness	Technical Quality	Organization	Interest	Readability/ Viewability
Handouts: case study	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
readings	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Videotapes: #1 Intro	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
#2 IWRP	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Trainer-led presentation/discussion	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	NA*
Overheads	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Yarn Activity	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	NA*
Action plan worksheet	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Commitment scale	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

*NA = not applicable

What three things did you like most about the training materials and presentation?

_____

_____

_____

What three improvements would you make in the training materials and presentation?

_____

_____

_____

Was anything omitted or overlooked in the training?

_____

_____

_____

Based on the training and your past work experience, what changes are needed in your organization's policies regarding vocational rehabilitation?

_____

_____

_____

Other comments?

_____

_____

_____

Page 2